



The Benefits of Incorporating a Community Project in a Child Development Course

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Evidence-Based Teaching Strategies in this Resource

Community-based learning

Community-based learning (CBL) has been shown to be effective for students in both high school (Schmidt, Shumow, & Kackar, 2007) and college (Rhee, 2018). Working in groups and with off-campus organizations has been found to impact students' feelings of competence and autonomy (Kackar-Cam & Schmidt, 2014). When instructors incorporate CBL it is an opportunity to "focus on experience as a tool for meaningful learning by students and opportunities to develop efficacy" (Brit, 2012).

Group work

This course project offers an opportunity to work in small groups. Working in small groups helps students learn theoretical material, as well as develop communication skills and self-directed learning. Effective small groups share responsibilities and work collaboratively to complete assignments and meet course deadlines (Wong, 2018).

Critical thinking & problem solving

Students often engage with course content in primarily shallow ways. They review class notes or create flash cards to memorize definitions. This course project requires students to assume the role of a teacher and design programs for preschoolers using course content. The project also required students to include children's books, arts and crafts, and available resources at a local science museum. Students who apply course content using real-world activities report feeling more intellectually challenged and having enhanced critical thinking and problem-solving skills (Rhee, 2018).



Incorporating a Community Project in a Child Development Course

Student engagement is a persistent teaching challenge, especially when designing and incorporating course projects or papers that align with learning objectives for the course. In addition, students frequently struggle to connect course concepts to their own experiences or everyday settings. They seem to grasp course topics only as abstract theoretical terms that are important only as they relate to course exams or assignment expectations. For example, a student might miss how a child's comments while touring a local zoo highlight aspects of the preoperational stage of Piaget's (1954) cognitive developmental theory or how a parent conversing with a child about acceptable behavior at a party might relate to Vygotsky's (1962) social constructivist approach. This document describes a class project that can effectively deal with both challenges listed above. A well-designed community-based project enhances students' engagement when they feel their work benefits a local community agency especially if it involves children. Community projects also provide students opportunities to connect course content to family activities in a real-world setting.

Literature Review

Community-based learning (CBL) has been shown to be effective for students in high school (Schmidt, Shumow, & Kackar, 2007) and in college (Britt, 2012; Palmer & Standerfer, 2004, Dymond, Neeper, & Fones, 2010; Le, 2020; Palmer & Standerfer, 2004). For high school students, CBL has been found to improve psychosocial outcomes such as feelings of autonomy and competence (Kackar-Cam & Schmidt, 2014), as well as class grades and overall grade point averages (O'Banon, 1999). For college-aged students, research on CBL has identified diverse positive outcomes. Le (2020) developed a CBL project for an introductory statistics course. He paired students with a local health service clinic, and they analyzed publicly available data and made presentations to clinic staff. At the end of the course, students appreciated the real-world experience and indicated feeling more connected to their community (Le, 2020). Rhee (2018) compared marketing courses with CBL projects to equivalent marketing courses utilizing only case studies. The undergraduates taking the CBL courses indicated feeling more intellectually challenged and reported that the class enhanced their critical thinking and problem-solving skills (Rhee, 2018). Choi and Park (2017) developed a CBL project working with people with dementia for undergraduates in various healthcare programs. When the project was completed, students indicated increased self-efficacy, competence, and an enhanced understanding of people with dementia and their caregivers (Choi & Park, 2017). Clearly, well-designed CBL projects have measurable benefits for students and allow them to "experience equity and diversity principles in real time" (Costigan, 2020, 111). When students recall CBL projects and their experiences years later, they report that it shaped their career plans and had a positive impact on their retention of material (Currie-Mueller & Littlefield, 2018).

Below we outline a community project designed for an undergraduate child development course. The CBL project can be modified for high school students, for multiple psychology courses (e.g., biological, developmental, social), and it can be linked with programs or exhibits at a variety of community organizations (e.g., science museums, zoos, discovery centers) depending on course material, learning objectives, and the needs of the community organization. In our case, we met with the staff at a discovery museum to share the learning objectives of our course and the existing needs of the organization. The museum staff expressed an interest in new programs for families who visit that might incorporate children's books and resources at the museum (e.g., animal exhibits, interactive areas). Consequently, creating the project was a collaborative



effort and we propose that similar partnerships could be established with other community organizations with diverse needs (e.g., YMCA's, zoos).

Methods and Materials

We introduced key details of the required community curriculum project during our review of the syllabus. The project centered on students developing a curriculum for families visiting a local discovery museum and involved children between 2-5 years of age. The proposed curricula also included preselected children's books (additional details below). The project included two primary phases; beginning with individually created lesson plans. Later, students worked in small groups to collaboratively design a second lesson plan and deliver a class presentation. Students submitted two papers related to the project, one for their individual lesson plan and another for each group. The lesson plans were expected to: present learning objectives, include a hands-on activity incorporating learning objectives, and involve a craft that children could take-home. To ensure that students took the project components seriously, we made the overall project a substantial portion of the final course grade (40%).

The discovery museum had many resources students could incorporate into their proposed crafts and activities, including clay, construction paper, stuffed animal dolls, and animal exhibits (e.g., otters, snakes, turtles). We provided students with handouts and materials for the project in folders in an online course management system (Blackboard). This additional content included detailed instructions, a sample lesson plan designed by their instructor, and blank rubrics for all graded assignments. The rubrics for the CBL papers were organized around four items described on the syllabus (children's books, a craft linked with a developmental skill, an activity linked with a developmental skill, and APA style). Relatively more points were assigned to items involving developmental skills because they required students to apply course content, which was a central learning goal of the CBL project. While we did not ask students for feedback on the rubrics, no students reported that the rubrics were unclear or unfair. In addition, we found that students used instructor feedback on the individual lesson plan rubrics to improve group lesson plans and presentations. This indicated that the feedback was informative and beneficial. As instructors, we found the rubrics easy to use. Once rubrics were completed, we uploaded the information into the university's course management system (Blackboard) so students could get their feedback in a timely manner. We did not incorporate peer reviews into CBL grades, but we collected the peer reviews to keep students engaged during the presentations.

Early in the semester, we randomly assigned students to small groups, and each group was assigned to a children's book (e.g., *Picture a Tree*, *The Bear Report*) that would be basis for all parts of the project. These books were selected based on two criteria. First, each book incorporated animals or a nature-based theme that could be easily connected to displays and resources at the discovery museum. Second, each book could be connected to assorted developmental skills that were covered in the course (e.g., emergent literacy, Theory of Mind). These skills were expected to be incorporated into students' proposed crafts and activities for children participating in family programs at the museum. A list of course-linked developmental skills was posted online. Some of the developmental skills were reviewed in class discussions and others only appeared in outside readings (i.e., material posted in Blackboard course management system).



The CBL project was completed over a single semester and, as noted above, contained both an individual and group component. The decision to include independent lesson plans and group lesson plans enabled us to provide dissimilar opportunities to students to engage, process and apply valuable course content.

For the initial independent portion of the CBL curriculum project, each student submitted a 3-4 page paper that included three sections. The first section required students to identify a few basic learning objectives (e.g., farm animals, seasons) children might learn from their assigned book. The second section required students to describe a craft and an activity that would highlight those learning objectives. Finally, in the third section students identified and described examples for two development skills they felt children might develop or demonstrate by completing the proposed craft or activity. Several weeks before the due date, the instructor presented a sample lesson plan in class.

The second segment of the CBL project was group based. At the start of the semester, the instructor randomly placed students into groups of two or three people. As noted above, each group was assigned a children's book. After the individual lesson plans were collected, evaluated, and returned, the group work portion of the project commenced. Student groups reviewed the feedback on their independent lesson plans in order to build a single, combined lesson plan. The group lesson plans were expected to include: basic book details (title and author), learning objectives contained in the book, a detailed list of materials for the craft and activity, and step by step instructions for the craft and for the activity. Additionally, the plans were expected to include definitions and descriptions of at least three developmental skills participant children will gain from being part of the lesson. One group member electronically submitted the final lesson plan to the instructor. However, each group member was asked to submit a brief statement indicating the contributions of each group member. This peer feedback was intended to encourage equal participation and discourage potential social loafing. Most students provided positive feedback suggesting students all worked responsibly or that students were reluctant to share negative comments on peers.

The CBL project concluded with a group presentation. During the closing weeks of the semester, each group presented their lesson plans in class. Presentations were expected to include actual completed versions of the proposed crafts and brief summaries of the lesson plans. Following each presentation, the entire class was encouraged to ask questions or provide verbal feedback to improve the lesson prior to them being shared with the staff of the discovery museum. In most cases, the feedback primarily came from the instructor. All group presentations were also posted in Blackboard.

Conclusions

This CBL project benefited students in multiple ways. First and foremost, students were able to use the information that they acquired in the course to create materials for a community organization, allowing them to see the practical application of course material. Second, students enhanced their writing skills by drafting two papers and their oral communication skills via group work and the class presentation. Third, the CBL project required students to take an active role in learning course concepts (i.e., developmental skills) by incorporating them into both their independent lesson plan and a group-devised lesson plan. While we did not collect formal data on students' perceptions, informal feedback from students was overwhelmingly positive. Students commented on how they enjoyed working on the projects particularly the arts and crafts used for the group presentations.



We collected all the CBL project materials at the end of the semester, organized them by children's books, and brought everything to the discovery museum. A volunteer (and board member at the museum) and an administrator involved with museum programs were very enthusiastic and felt the materials would be very helpful. Unfortunately, staff turnover is common at many nonprofit organizations. In our case, the education director that agreed to incorporate students' curriculum was no longer employed at the museum. We decided to keep hard copies of all CBL projects and plan to share it with the new staff at the discovery museum or with another community organizations.

The CBL project was designed to be both structured and flexible. The discovery museum and the assigned children's books all involved nature-related themes (animals, plants, weather). However, students were free to choose course-linked developmental skills and the crafts and activities that would enhance those skills. Students had an opportunity to be creative and inventive, particularly in developing their crafts or activities. Britt's (2012) review of service learning highlighted how students benefit from "practicing and reflecting on some set of disciplinary skills and investigating how these skills can be used in the world" (p.82). In our experience, students in developmental courses often fail to see how course material or theoretical concepts relate to children's daily lives. Building lesson plans with crafts and activities for children at a nearby community location (e.g., discovery museum, library, science center, zoo, etc.) provided a practical way to help students make this connection. Students in a general psychology course could apply sensation and perception content to programs for children visiting local libraries. Students in abnormal psychology or childhood disorders courses could prepare educational programs on developmental disabilities for staff or volunteers who work at a zoo. Finally, students in biological psychology courses could develop programs for children or parents on the importance of diet and nutrition with early brain development for aftercare local YMCA's.



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Appendices

Appendix 1: Individual assignment guidelines

For this assignment, you will be writing a 3-5 page paper (typed, double space) that will prepare you for the group curriculum project later in the semester.

In this paper, students will:

- Identify learning objectives children could attain from the book you were assigned,
- Describe one craft to highlight the learning objectives in the book,
- Describe one age-appropriate activity children can do.
- Define and give examples of two development skills connected to the book that children will demonstrate in the craft and/or activity that you have chosen.

Please organize your writing assignment using the format below and use heading to indicate which items you are discussing.

Item 1: What are the main learning objectives in the book you were assigned (i.e., what factual knowledge could children gain in reading this book)? (5 pts.) Please describe at least 3 learning objectives in the book.

Item 2: Describe one, age-appropriate, craft for the children to do and describe the developmental skills demonstrated in this craft (20 pts.)

- Describe what the children will make and take home (children ages 2-5 years) and should be something they can complete with only a small amount of adult help.
- The craft should relate to the children's book you were assigned in some way.
- *Use the list of available materials at community organization when developing a craft (or include other inexpensive materials).*
- Describe one skill (either the "in-class list" or "out-of-class" assigned to the book*) that children will use when doing when the craft.
- In the description of the skill, include 1) a definition of the skill, 2) an example of how the child will demonstrate the skill while doing the craft, and 3) an example of how a child demonstrates the skill in their everyday life.

Item 3: Describe one age-appropriate activity for the children to do and describe the developmental skills demonstrated in this activity (20 pts.)

- Describe an activity that children will do while they are at the Discovery Museum. (activity for children ages 2-5 years with adult guidance)
- The activity should relate to the children's book you were assigned in some way.
- *View organization website for details on exhibits and what children can do there.*



- Describe one skill (either the “in-class” list or “out-of-class assigned to the book*”) that children will use when doing the activity.
- In your description of the skill, include: 1) a definition of the skill, 2) an example of how the child will demonstrate the skill while doing the activity, and 3) an example of how a child demonstrates the skill in their everyday life.

*** Please note that for items 2 and 3, you need to use one in-class skill and one out-of-class skill. So, if you use an in-class skill for item 2, you will need to use an out-of-class skill for item 3.**

Item 4: Follow the format given in these guidelines, use APA style citations, and an APA-style reference page (5 pts.). Please see APA-style writing tips and sample APA-style reference page below.

Some APA-style writing tips:

- Avoid using informal language (i.e, “it is a big deal”). However, you may use personal pronouns if you discuss you are referring to a specific child.
- When defining your developmental skills, please try to avoid quotes and describe it in your own words.
- When citing the textbooks use conventional APA-style parenthetical citations (e.g., (Kail, 2015) (Bjorklund & Causey, 2018) .
- For material that you use from lectures please cite using the title of the slides and the year (Attachment and Temperament, 2017).

Sample APA-style reference page (note citations are organized alphabetically by the last name of the first author)

Bjorklund, D.F. & Causey, K.B. (2018). *Children’s thinking* (6th Ed.). Thousand Oaks, CA: Sage.

Kail, R.V. (2015). *Children and their development* (7th Ed.). Upper Saddle River, NJ: Pearson.



Appendix 2: Individual assignment rubric

Name: _____

Paper Grade: _____/50

Item 1: Learning objective from assigned book.

0	1	2	3	4	5
Not included/ Not well-described			Objectives clearly defined and described		

Item 2: Craft and developmental skills (note this items has multiple graded components):*

*** Please note that for items 2 and 3, you need to use one in-class skill and one out-of-class skill. So, if you use an in-class skill for item 2, you will need to use an out-of-class skill for item 3.**

Describe an age-appropriate craft that relates in some way to children’s book.

0	1	2	3	4	5	6	7	8
Not included/not well-described			Moderately well-described, but lacks detail or is not age-appropriate or does not relates to children’s book			Well-described, age appropriate, relates to children’s book and is easy to follow.		

Describe and give example of a skill children demonstrate while doing the craft.

0	1	2	3	4	5	6	7	8
Not included/not well-described			Moderately well-described/some Components from the guidelines are missing			Well described, has both a definition and examples as described in the guidelines		

Uses list of supplies given/and or only uses supplies that are inexpensive and easy to attain.

0	1	2	3	4
Does not use list/ Or uses products that Do not meet guidelines		Uses only products on list or that meet criteria in the guidelines		

Item 3: Activity and developmental skills (note this items has multiple graded components):*



*** Please note that for items 2 and 3, you need to use one in-class skill and one out-of-class skill. So, if you use an in-class skill for item 2, you will need to use an out-of-class skill for item 3.**

Describe an age-appropriate activity that relates in some way to children’s book.

0	1	2	3	4	5	6	7	8
Not included/not well-described			Moderately well-described, but lacks detail or is not age-appropriate or does not relates to children’s book			Well-described, age appropriate, relates to children’s book and is easy to follow		

Describe and give example of a skill children demonstrate while doing the activity.

0	1	2	3	4	5	6	7	8
Not included/not well-described			Moderately well-described/some components from the guidelines are missing			Well described, has both a definition well-described and examples as described in the guidelines		

Activity is something children could do at the Discovery Museum.

0	1	2	3	4
Not possible to do at the museum			Clearly could be done at the museum	

Item 4: Essay structure, APA-style citations, and reference page.

0	1	2	3	4	5
Many errors			one/two minor errors		



Appendix 3: Group lesson plan

Students will now work with classmates who were assigned the same children's book and use their individual lesson plans to create a group lesson plan. Students can use instructor feedback on their individual lesson plans and discuss the ideas/options from other students in their group to create one group lesson plan.

The group lesson must contain:

- a list of required supplies,
- step by step instructions for the craft and activity,
- any images needed to complete the activity (i.e., coloring sheets to print, pictures of animals to copy, shapes to cut out),
- and a discussion of three developmental skills that children will demonstrate while doing the craft and activity.

The lesson plan is worth 25 out of 400 points total of students' final grade for the course.

Presentation. Working in the same groups of 3-4 students will present their lesson plan to the class. Students will be asked to present for 5-7 minutes allowing 3-5 minutes for feedback or questions from the class. The presentation is worth 25 out of 400 points total of students' final grade for the course.

For this assignment, groups will be writing a 3-5 page paper (typed, double space). In this paper, students will:

- Identify learning objectives children could attain from the book you were assigned,
- Describe one craft to highlight the learning objectives in the book,
- Describe one age-appropriate activity children can do.
- Define and give examples of two development skills connected to the book that children will demonstrate in the craft and/or activity that you have chosen.

Please organize the paper using the format below and use heading to indicate which items you are discussing.

Item 1: What are the main learning objectives in the book you were assigned (i.e., what factual knowledge could children gain in reading this book)? (5 pts.) Please describe at least 3 learning objectives in the book.

Item 2: Describe one, age-appropriate, craft for the children to do and describe the developmental skills demonstrated in this craft (20 pts.)

- Describe what the children will make and take home (children ages 2-5 years) and should be something they can complete with only a small amount of adult help.
- The craft should relate to the children's book you were assigned in some way.



- Use the list of available materials at community organization when developing a craft (or include other inexpensive materials).
- Describe one skill (either the “in-class list” or “out-of-class” assigned to the book*) that children will use when doing when the craft.
- In the description of the skill, include 1) a definition of the skill, 2) an example of how the child will demonstrate the skill while doing the craft, and 3) an example of how a child demonstrates the skill in their everyday life.

Item 3: Describe one age-appropriate activity for the children to do and describe the developmental skills demonstrated in this activity (20 pts.)

- Describe an activity that children will do while they are at the Discovery Center and Museum. (activity for children ages 2-5 years with adult guidance)
- The activity should relate to the children’s book you were assigned in some way.
- View organization website for details on exhibits and what children can do there.
- Describe one skill (either the “in-class” list or “out-of-class assigned to the book*”) that children will use when doing the activity.
- In your description of the skill, include: 1) a definition of the skill, 2) an example of how the child will demonstrate the skill while doing the activity, and 3) an example of how a child demonstrates the skill in their everyday life.

*** Please note that for items 2 and 3, you need to use one in-class skill and one out-of-class skill. So, if you use an in-class skill for item 2, you will need to use an out-of-class skill for item 3.**

Item 4: Follow the format given in these guidelines, use APA style citations, and an APA-style reference page (5 pts.). Please see APA-style writing tips and sample APA-style reference page below.

Some APA-style writing tips:

- Avoid using informal language (i.e, “it is a big deal”). However, you may use personal pronouns if you discuss you are referring to a specific child.
- When defining your developmental skills, please try to avoid quotes and describe it in your own words.
- When citing the textbooks use conventional APA-style parenthetical citations (e.g., (Kail, 2015) (Bjorklund & Causey, 2018) .
- For material that you use from lectures please cite using the title of the slides and the year (Attachment and Temperament, 2017).

Sample APA-style reference page (note citations are organized alphabetically by the last name of the first author)



Bjorklund, D.F. & Causey, K.B. (2018). *Children's thinking* (6th Ed.). Thousand Oaks, CA: Sage.

Kail, R.V. (2015). *Children and their development* (7th Ed.). Upper Saddle River, NJ: Pearson.



Appendix 4: Group lesson plan rubric

Names: _____

Paper Grade: _____/25

Item 1: Learning objective from assigned book.

0

Not included

1

Objectives clearly defined

Item 2: Craft (note these items have multiple graded components):

Includes a list of items needed and things that need to be prepared in advance AND Provides any needed pictures or handouts for printing.

0

Not provided

1

Thorough list and material provided.

Provides step by step instructions for an age-appropriate craft that relates to one or more of the learning objectives from the book AND can be completed with items available at the museum/ are inexpensive and easily obtained.

0

Not provided

1

Provided but lacks clarity and/or is not age-appropriate, related to book, or uses materials that are not available.

2

3

4

Provides clear instructions is age-appropriate, related to the book and used readily available materials.

Item 3: Activity (note these items have multiple graded components):

Includes a list of items needed and things that need to be prepared in advance AND Provides any needed pictures or handouts for printing.

0

Not provided

1

2

Thorough list provided

Provides step by step instructions for an age-appropriate activity that relates to one or more of the learning objectives from the book AND can be completed at the discovery museum.

0

Not provided

1

2

Provided but lacks clarity and/or is not age-appropriate, related to book or is not possible to do at museum.

3

4

Provides clear instructions, is age appropriate, related to the book, and is possible to do at museum.

**Item 4: Developmental skills (note these items have multiple graded components):**

***Please note you need to use your two assigned skills plus one additional skill.**

Skill 1: Provides definition and description of skill in understandable language and provides an example of how children used the skill in lesson.

0	1	2	3	4
Not included/not described		Moderately well-described, but lacking in either the definition or example		Well-described, clear definition, and example

Skill 2: Provides definition and description of skill in understandable language and provides an example of how children used the skill in lesson.

0	1	2	3	4
Not included/not well-described		Moderately well-described, but lacking in either the definition or example		Well-described, clear definition, description and example

Skill 3: Provides definition and description of skill in understandable language and provides an example of how children used the skill in lesson.

0	1	2	3	4
Not included/not well-described		Moderately well-described, but lacking in either the definition or example		Well-described, clear definition, description and example

Item 5: Reference page

Includes a reference page with all sources used (included material for the craft or activity taken from the internet).

0	1
Not provided	Thorough list and material provided.



Appendix 5: Developmental Skills and Resources at Discovery Museum

Where can you get the books that you need for this project?

The children's books that you need are available at the university library on reserve for this class. Please note you can't remove the book from the resource center, you need to read it while you are there.

What developmental skills should I include?

For the individual lesson plan assignment: one in-class skill and one out-of-class skill (see table below for two sample skills connected to your book; contact instructor if you have questions*).

For the group lesson plan and presentation: three skills, the two skills used in the individual lesson plan and one additional skill of your choosing.

Book Title	Author	In-class skill	Out-of-class skill
1. Picture a Tree	Barbara Reid	Preoperational Thought -Unit 2: Cognitive Development: Piaget	Learning to count (one-one principle, stable-order principle, cardinal principle)
2. Jo MacDonald Hiked in the Woods	Mary Quattlebaum	Word Learning: Fast Mapping and Infant Directed Speech -Unit 2: Language	Phonemic awareness
3. The Bear Report	Thyra Heder	Theory of Mind Unit 2: Cognitive Development Modern Theories	Emergent literacy (conventions of print, knowledge of letters, phoneme-grapheme correspondence, emergent reading, print motivation)
4. Now You See Them, Now You Don't: Poems About Creatures that Hide	Margaret Wise Brown	Preoperational Thought -Unit 2: Cognitive Development: Piaget	Phonemic awareness
5. Have You Heard the Nesting Bird	Rita Gray	Schemes, Assimilation, Accommodation -Unit 2: Cognitive Development: Piaget	Understanding of yesterday, today, tomorrow
6. Pond Circle	Betsy Franco	Play: Pretend, Parallel Associative, Cooperative	Emergent literacy (conventions of print, knowledge of letters, phoneme-grapheme)



		Unit 2: Cognitive Development Modern Theories	<i>correspondence, emergent reading, print motivation)</i>
7. First the Egg	Laura Vaccaro Seeger	Word Learning: Fast Mapping and Infant Directed Speech -Unit 2: Language	<i>Understanding of yesterday, today, tomorrow</i>
8. These Bees Count	Alison Formento	Play: Pretend, Parallel Associative, Cooperative Unit 2: Cognitive Development Modern Theories	<i>Learning to count (one-one principle, stable-order principle, cardinal principle)</i>
9. Over in a River, Flowing Out to Sea	Marianne Berkes	Schemes, Assimilation, Accommodation -Unit 2: Cognitive Development: Piaget	<i>Using scale models and 2d pictures</i>
10. Who Was Here? Discovering Wild Animal Tracks	Mia Posada	Theory of Mind Unit 2: Cognitive Development Modern Theories	<i>Using scale models and 2d pictures</i>

What can you use for your craft and activity?

You are welcome to use any of the items from the list below. You can also use other materials that are inexpensive and easy to obtain, such as shoe boxes, egg cartons, etc. **Please do not use any pre-package kits or electronic materials.**

List of items available at the Discovery Museum

A-I	K-P	Q-Z
Bags paper lunch bags (<i>white and brown</i>) white gift bags plastic grocery bags	Magnetic strips Marbles Markers Modeling clay Notepads	Ribbon Rice Rocks (<i>decorative</i>) Rods (<i>small 6 inches</i>) Rubber bands
Balloons Beads (<i>wooden and pony</i>) Bells (<i>small</i>) Bug eyes glasses Butterfly net Butterfly wings and antennae (<i>child-size costume</i>)	Ocean animal foam stamps Paint (<i>watercolors and tempera</i>) Paint brushes Paper plates: Triangles (<i>small</i>) Half plates	Sand Safety pins Sequins Scissors (<i>kid's size</i>) Shells (<i>decorative and real oyster and clam shells</i>) Skewers Sticky tac



Calculators	Whole plates	Straws
Cardstock (<i>beige</i>)	Plates with middle cut out (<i>wreath-shaped</i>)	Streamers
Clipboards	Plates with triangle cut out (<i>to look like fish</i>)	Stuffed animals
Clothes pins (<i>regular and old fashioned kind</i>)	Pens	Clown fish
Coffee filters	Pennies	Seal
Colored pencils	Ping pong balls	3 snakes
Composition books	Pipe cleaners	Deer
Construction paper (<i>strips and full sheets</i>)	Plastic cups	Bunny
Cotton balls	Plastic leap frogs	Beaver
Corks	Plastic tablecloths	Dolphin
Crayons	Play food	Eagle
Dice	Playing cards	2 Crabs
Eyes (<i>stick on</i>)	Playdough	3 frogs
Face paint	Popsicle sticks	Tape (<i>multiple colors</i>)
Feathers (<i>multiple colors</i>)	Printer paper (<i>white and pastel colors</i>)	Tissue paper
Foam egg cut outs	Puppets:	Toothpicks
Foam shapes (<i>stars, circles, etc.</i>)	Turtle	Toilet paper rolls
Foam sheets	Beaver	Velcro
Glitter	Fox	Tracing pad
Glue sticks	Small bluebird in nest	Twine
Bottles of Elmer's glue	Cocoon (<i>changes from a caterpillar to a butterfly</i>)	Wooden blocks (<i>primary colors</i>)
Tacky glue		Wooden stars
Gold coins		Wooden labels
Hole punch		Yarn
Hot glue gun		Ziploc bags (<i>gallon and quart</i>)

What kinds of activities and exhibits are available at Discovery Museum?

Please use the following information when you are planning your activity so that your activity is something that can be done at the museum. Students should make use of the exhibits at the museum for your activities as much as possible.

Link to Museum Website:

(insert web-link here)

Videos about the Museum and exhibits:

(insert YouTube or other video links here)



Animal exhibits at the Discovery Museum:

River Otters (*named Mac and Tuck*)

Rat snake (*named Bernard,*

Eastern Hognose Snake (*named Hoggy*)

Corn Snake (*named Cornelius*)

Diamondback Terrapin (*named Scorchy*)

Snapping Turtle (*named Sarah*)

Softshell Turtle (*named Spiny*)

Touch tank:

Horseshoe crabs

Whelk

Clams

Other exhibits at Discovery Museum:

Wigwam (*can go in and play with pretend fire and bowls*)

Canoe (*handmade – looking only*)

Beaver dam (*can crawl through and play with beaver puppets*)

Cypress swamp display (*looking only- sometimes the turtles are there*)

2 story steamship (*can pretend to drive boat, sit and play checkers in passenger section, load pretend foods for export, and look at sleeping cabin*)

Cat Boat (*can climb in, put on life vest, pretend to steer, and activate wind machine to for sail*)

Woodshop (*look at model boat and tools used to make boats*)

Crab catching display (*can measure pretend crabs to see if they are of legal size*)

Decoy shed (*see decoys made by local artists*)

Oyster catching display (*use long oyster tongs to catch oysters the way they did long ago*)

Display cases with small-bird decoys (*hand carved wooden decoys of local song birds*)

Playroom:

Legos

K'nex

Train table

Coloring sheets and crayons

Board games

Magnetic tiles