MODULE 2

Lesson Four — The “Life is Good” Playmakers

1) Choose the following powerful reason described in the video for engaging in play:
   a) It is important to have a detailed lesson plan and objectives for each play opportunity provided.
   b) Engaging in play helps adults and children have joyful interactions that help adults learn about what children are interested in.
   c) The most important aspect of a play experience is the activity planned, not the energy of the adult.
   d) It is recommended that adults discourage children’s ideas for developing play rules.

2) The following is an important aspect of play and self-regulation:
   a) Adults always appreciate the value of play and advocate for more of it.
   b) Children have ample time for exuberant play outside of group care so it should not be encouraged in your school or center.
   c) Silliness in play often leads to out-of-control children and should be discouraged.
   d) Supporting joyful exuberant play and building in a cool down period are key ways to teach self-regulation.

3) Which of the following is a CORRECT statement?
   a) How adults feel about their own bodies is irrelevant to their work with children.
   b) It is not important to establish your own sense of joy to be able to share it with children.
   c) The Life is Good Playmakers are champions of play.
   d) Nurturing playfulness in children does not need to be part of early care and education.
4) The definition of playfulness used in the video is:
   a) The motivation to fully and joyfully engage with, connect with, and explore the surrounding world.
   b) Using props and toys in creative ways.
   c) Acting out scenes from one’s own observations.
   d) Following the example provided by the adult guide.

5) A key concept of the Life is Good Playmakers is to:
   a) Adapt the Playmaker curriculum to every age group.
   b) Connect with who you are and what you are passionate about through playfulness.
   c) Teach parents how to provide active entertainment for their children.
   d) Use movement activities to identify stages of development.

Lesson Five — The Trail Walk

1) Before you take children anywhere the most important step discussed is to:
   a) Create study guides to use during the visit.
   b) Check the site’s web page.
   c) Assess children’s knowledge of the site.
   d) Visit the site yourself.

2) Supporting the children’s explorations outdoors includes this CORRECT statement:
   a) A trail walk is great way to get children excited about physical activity.
   b) Teachers must provide directed instruction on key concepts.
   c) Core curriculum standards are only met during indoor classroom instruction.
   d) Sensory learning is not a significant outcome.

3) Choose the most important reason the teacher in this video took children on a walk to the creek:
   a) To celebrate the end of the year.
   b) To meet science curriculum objectives.
   c) To make sure children have experiences to develop a love of nature that they may not have at home.
   d) To give the children a fun day off from learning.

4) Choose the unique benefit of outdoor exploration discussed in the video:
   a) Children learn a defined set of rules and safety guidelines to follow.
   b) Children will learn about the space by following the adult.
   c) Children realize that learning happens best in a classroom setting.
   d) Children’s need to navigate through an unfamiliar landscape provides physical challenges that don’t exist on playgrounds or in most man-made play areas.

5) Joy-filled experiences in nature lead to:
   a) A love of the environment and a growing commitment to respect it.
   b) Dissatisfaction in the indoor classroom.
   c) A decline in social development.
   d) Overuse of natural resources.

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Lesson Six – Natural Learning Environments

1) What key statement helps children be aware of and participate in the continuous food cycle that is around them?
   a) The garden for learning is separate from the play area.
   b) Children should visit a grocery store.
   c) Teachers should plant a window garden indoors.
   d) The outdoor play area is a garden.

2) In North Carolina the language in child care center development reflecting the new understandings of outdoor spaces now refers to them as:
   a) Educational Resource Spaces
   b) Children’s Interest Environments
   c) Outdoor Free Play Environments
   d) Outdoor Learning Environments

3) Choose the INCORRECT statement:
   a) First Environments Early Learning Center found value in creating their garden through a participatory design process.
   b) First Environments does not plant tomatoes because they are toxic.
   c) Children explore when they feel comfortable and safe.
   d) The focus of the outdoor space at First Environments is exploration with a variety of interesting plants and wildlife.

4) To create an outdoor learning environment, a site should:
   a) Focus on immediate, achievable goals.
   b) Wait until all of the resources are available and then begin to change the space.
   c) Expect the transition of space to be an expensive process.
   d) Make changes all at one time, otherwise teachers will disengage from the process.

5) The following statement is the underlying message of the process of embracing change and nurturing evolving environments:
   a) The goal is to finish the environment so learning can begin.
   b) A comprehensive curriculum based on the use of the outdoor space is important.
   c) The sole approach needs to be focused on defining the physical space.
   d) Spaces, like brains, are never done changing.
Lesson Seven – Inside Matters Most

1) Choose the INCORRECT statement:
   □ a) Language skills are critical alternatives for children to develop to replace impulsive responses.
   □ b) Teachers should redirect language and model ‘kind words’.
   □ c) Young children are abstract, not concrete, thinkers.
   □ d) Language helps children to label and master emotions.

2) “The Star Belly Sneetches” activities help children think about:
   □ a) Ways to act out silly stories.
   □ b) Following directions to receive a reward.
   □ c) Personal hygiene.
   □ d) Intolerance, based on appearance.

3) Choose the statement that describes a main theme of this Lesson:
   □ a) Children start to understand fairness when they are able to think abstractly.
   □ b) It is important to keep young children from discussing differences in appearance with one another.
   □ c) Books teach valuable lessons.
   □ d) We can address future teasing and bullying by helping every child develop a sense of fairness.

4) The game “mirror partners” helps children to:
   □ a) Use non-verbal cues to put emotions and feelings with words.
   □ b) Recognize their facial features by looking in a mirror.
   □ c) Use ‘kind words’ in the classroom.
   □ d) Share strong feelings with a teacher.

5) Choose the CORRECT statement made in the video:
   □ a) Very young children often tease one another about being overweight.
   □ b) To young children, fairness means getting what they want.
   □ c) Part of acceptance is being able to understand the differences between one another, as well as the similarities.
   □ d) Young children respond to classroom events based on the messages they receive from television.