

Routines, Rituals & Schedules

BKC-EC-7

Participants Workbook

BASIC KNOWLEDGE CURRICULUM EARLY CHILDHOOD



2019

Preface

Basic Knowledge Curriculum – Early Childhood

This curriculum has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for children. The information presented in the curriculum is for all professionals working in family or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.” The entire Basic Knowledge Curriculum – Early Childhood curriculum is 36 clock hours and consists of 18 sessions trainings meeting *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* (Levels 1 and 2) and Child Development Associate Credential content areas. Participants can complete these trainings in any order. All sessions are offered by Child Care Aware® of Missouri.

For additional information about this curriculum series contact:

Child Care Aware® of Missouri 1-800-200-9017

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Basic Knowledge Curriculum – Early Childhood

Session Success

Foundational:

Positive Interactions with Children (*BKC-EC-1*)

Child Safety & Routine Care (*BKC-EC-2*)

Child Abuse & Neglect-Mandated Reporter(*BKC-EC-3*)

Safe Environments (*BKC-EC-4*)

Guiding Children’s Behavior (*BKC-EC-5*)

Playing with a Purpose (*BKC-EC-6*)

Routines, Rituals & Schedules (*BKC-EC-7*)

Supporting:

Physical Development (*BKC-EC-8*)

Language & Communication Development (*BKC-EC-9*)

Social & Emotional Development (*BKC-EC-10*)

Creative Development in Children (*BKC-EC-11*)

Cognitive Development (*BKC-EC-12*)

Promoting Physical & Mental Health (*BKC-EC-13*)

Healthy Eating (*BKC-EC-14*)

Group Interactions in Child Care (*BKC-EC-15*)

Families & Community Engagement (*BKC-EC-16*)

Promoting Cultural Awareness (*BKC-EC-17*)

Professionalism & Leadership (*BKC-EC-18*)



Learning Objectives

Routines, Rituals & Schedules

At the end of the training, participants will be able to:

1. Recognize how rituals and routines support social and emotional development.
2. Identify the difference between rituals and routines.
3. Discuss the importance of meeting the developmental and individual needs of children when developing a daily schedule.
4. Identify the elements to make transitions smoother for children and educators.
5. Identify the standard elements of an infant/toddler and preschool daily schedule.

***These objectives relate directly to the exit assessment.**

The training will meet the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals* (Kansas and Missouri) and the Child Development Associate Credential (CDA) in the following content areas:

CDA	1. Planning a safe, healthy, learning environment	
<i>Core Competencies for Early Childhood and Youth Development Professionals</i> (Kansas and Missouri)	II. Learning Environment and Curriculum	
	Level 1:	b. Recognizes the importance of creating a developmentally important environment and following a curriculum.
		e. Engages children and youth in activities that meet the individual needs, interests, development, and skill levels.

Agenda

Routines, Rituals & Schedules

Welcome.....	10 minutes
Shared Agreements	
Review Objectives	
<i>Routines, Rituals and Daily Schedules</i>	50 minutes
Defining Routines	
Predictable Routines	
Defining Rituals	
Creating Routines and Rituals	
Developing and Evaluating Schedules	
Break.....	10 minutes
<i>Show Me Child Care Resources</i>	
<i>Transitions, Common Routines and Schedules</i>	40 minutes
Transitions	
Arrival	
Departure	
Meals/Snacks	
Infant/Toddler Schedules	
Preschool Schedules	
<i>Wrap Up</i>	10 minutes
Action Steps	
Review Objectives	
Post-Assessment	
Session Satisfaction Surveys	
MOPD Systems Key Functions	
T.E.A.C.H. MISSOURI Scholarship	
Referral Services	

Action Items

Routines, Rituals & Schedules

Use this page to record things you plan to do, topics for further clarification and new ideas from

I WANT TO REMEMBER...

ACTION STEPS:

1.

2.

Routines and Rituals

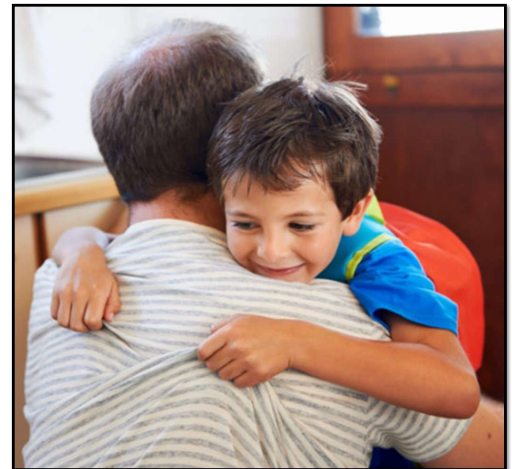
Routines are repeated, predictable events that provide a foundation for the daily tasks in a child's life. These are important at home and in child care.

- Much of the day is routine care and activities
- Plan the day based on children's ages and developmental abilities
- Balance active times with quiet times
- Balance group time with time to be alone
- Keep routines consistent
- Establish consistent times for eating and napping once children reach the toddler age
- Structure the day to set the tone, mood and flow



Rituals are special practices that help a child accept aspects of a routine.

- Can occur at the same time each day
- Are predictable
- Have an emotional tone
- Support emotional self-regulation
- Developmentally Appropriate – meets a child's individual age and needs
- Culturally Appropriate -families are involved in creating them
- Respect each person's individual feelings
- Intentional ways to approach a routine
- Provide deep connections between a child and an adult or between children
- Unique to relationships while comforting



Rituals and routines are:

- Essential parts your daily curriculum
- Opportunities for educators to deepen relationships with each child

Write or draw the difference between routines and rituals:

Rituals

Routines, Rituals & Schedules

Age	Examples	Your Idea for Rituals
Infant	<p>Naptime -</p> <p>The educator says, "Sweet dreams little girl" when they place the child in crib for a nap or bedtime.</p>	<p>Naptime -</p>
Toddler	<p>Diaper changes -</p> <p>An educator is engaging the child in an "I see" game on face parts while changing her diaper. For example, "I see Jan's eyes." Jan touches her eyes. "Yes, those are Jan's eyes."</p>	<p>Diaper changes -</p>
Preschool	<p>When I'm mad -</p> <p>D.J. uses a breathing ritual when he gets upset or frustrated at school. His parents are using this ritual with him at home too.</p> <p>For example, he breaths in and flaps his arms high to the sky and breaths out while flapping his arms down. He continues until he is calm.</p>	<p>When I'm mad -</p>

Daily Events / Sequences

Routines, Rituals & Schedules

**Daily Events for
Children:**

**Daily Events for
Educators:**

Sequence Events:

Daily Schedule

Routines, Rituals & Schedules

Children need to have **choices** throughout their day.

Choices allow children to:

- Feel in control of their schedule
- Feel empowered
- Develop an increased sense of self-worth
- Problem solve
- Negotiate
- Develop social skills necessary for healthy development



Activity Categories - Foundation to Daily Schedule

- Active and quiet times
- Large and small group time to allow for playing alone and with others
- Indoor and outdoor play times
- Transitions
- Routine care
- Child made choices and time for teacher-directed activities

Evaluate Schedule—Questions to ask yourself to see if the schedule needs to be adjusted:

- How are the transitions going?
- Are children displaying behavior due to wait time?
- Do children feel proud as they help with “real work,” such as feeding the fish or wiping the table after snack?
- Are any changes needed?
- Do changes need to be made to adjust for the seasons?

Two things you want to remember about schedules:

Draw or Write:

Fingerplays & Songs

Routines, Rituals & Schedules

Hands Go Up


(to the tune of "Twinkle Twinkle, Little Star")

 Hands go up, and
 Hands go down!
 I can turn myself around.
 I can stand up
On one shoe.
 I can listen,
So can you!
 I can sit. I'll show you how!
Story time is starting now!

Washing Hands Song

(Tune: Row Your Boat)

Wash, wash, wash, your hands,
Soap will make them clean,
Scrub the germs til they fall off,
Germs go down the drain.



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If You're Wearing Red Today

Tune: Mary Had a Little Lamb

If you're wearing red today,
Red today, red today.
If you're wearing red today,
Stand up and shout "Hooray!"
*repeat the song and change the color




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This is the way I move!

(Tune: Mulberry Bush)

This is the way I touch my nose, touch my nose, touch my nose,
This is the way I touch my nose, when I'm at Preschool!

This is the way I jump up and down...
This is the way I balance on one foot...
This is the way I spin in a circle...
This is the way I hop like this...
This is the way I touch my toes...
This is the way I stretch up high...
This is the way I sit on my spot...



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Where is ____?

Tune: Are You Sleeping?

Where is (child's name)?
Where is (child's name)?
Here I am (child sings)
Here I am (child sings).
We're so glad to see you,
We're so glad to see you,
At our school.
At our school.



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Transitions

Routines, Rituals & Schedules

What transitions occur in your program?

Transition techniques you use in your program...

Smother Transitions

Routines, Rituals & Schedules

Ideas to Make Transitions Smother

- Be prepared.
- Give time warnings in expectation of transitions.
- Only give a choice if there really is one.
- Use a variety of methods in your transitions.
- Watch and listen to your kids for new ideas.
- Take ideas from your activities (prior to the transition) and incorporate them into the transition.
- Establish a routine so children can anticipate transitions.
- Use children’s names during transitions when possible.
- Change tone and/or volume of your voice.
- Transitions are not always QUIET—but they should have a purpose.

Materials to Use during Transitions

- Songs (build vocabulary and memory)
- Puppets (build imagination, memory and language)
- Stories (build imagination, memory and language)
- Finger plays
- Cards with names, numbers or pictures
- Color sticks
- Shape cards
- Familiar tunes with silly words

Ways to Promote a Variety of Transitions

- Individual movement
- Partner movement
- Small group movement
- Peer leaders

Used with permission from Parents as Teachers National Center, Inc.

Transition Ideas:

Draw or Write:

Snacks & Mealtime

Routines, Rituals & Schedules

Encourage independent self-help skills:

- Serving yourself
- Family style dining
- Pouring
- Wiping up spills

New foods:

- By modeling you encourage trying something new
- Talk about the taste, smell and textural
- Nutritional elements—how it helps your body grow
- You may need to introduce a food up to 14 times before a child will try it.
- Communicate with families—they may want to introduce the same food at home.

Never force a child to eat and do not withhold food as punishment

Sitting at the table helps gain social skills

- Educators facilitate conversations about food or other meaningful information
- Children learn turn taking and conversational skills.

Share about different cultures

- Show respect for different values and religious beliefs with the food choices
- Talk with families about foods preferences and items they like.

Ways to help children transition to meal and snack time:

- Have children sing a song.
- Teach children to serve themselves by eating family style.
- Play a counting game.
- Play a name rhyming game.
- Play “I spy”.
- Have a quiet reading time.

I want to remember:

Draw or Write:

Infant & Toddler Guidelines

Routines, Rituals & Schedules

Infant & Toddler Schedules:

- Allow time for developmental and exploratory play experiences and free choices of play appropriate to the interests, needs and desires of infants and toddlers.
- Offer individualized meal times for infants based on the feeding schedule established by the family. It is not developmentally appropriate for infants to be on the same eating or sleeping schedule. This type of schedule is not meeting the individual needs of the infant.
- Provide a supervised nap period. After waking, an infant may remain in the crib if they are content, but never for periods longer than 30 minutes. Toddlers need to be taken out of bed for other activities once they wake.
- Move children who fall asleep in swings, on play mats or other devices, to a crib, bed or cot.
- Focus on giving individual attention while playing, including holding, cuddling, talking, and singing.
- Provide opportunities for sensory play which includes:
 - visual encouragement through pictures, books, toys, nonverbal communication, and games.
 - auditory stimulation through verbal communication, music, toys, and games
 - tactile experiences through surfaces, fabrics, toys, and games.
- Encourage the development of motor skills by providing opportunities for reaching, grasping, pulling up, creeping, crawling, and walking.
- Provide daily opportunity for outdoor play.

I want to remember:

Draw or Write:

Preschool Guidelines

Routines, Rituals & Schedules

Preschool Schedules:

- Developmentally appropriate play experiences and activities to meet the interests, needs and desires of children.
- A balance of active and less active time.
- Alternate periods of noisy and quiet activities.
- Group activities and individual activities with the opportunity to communicate with adults.
- Toileting and hand washing times.
- Meal and snack times which are relaxed and provide for social interactions between children and educator. Educator should eat the same foods at the table with children.
- Designated nap and/or rest times to fit the needs of the children.
- Opportunities every day for both outdoor and indoor gross motor activities—at least one hour of outside play for full day programs per day weather permitting.
- Language skills development integrated into all other activities.
- Specific transition time activities.

I want to remember:

Draw or Write:

Activity—Scheduling

Routines, Rituals & Schedules

Schedule 1

		Comments
8:00-8:30	Arrival	
8:30-10:30	Self-selection of Activities Indoors	
10:30-10:50	Group Time	
10:50-11:10	Bathroom Breaks/Hand washing	
11:10-11:40	Outdoor Time	
11:40-12:00	Lunch	
12:00-2:30	Nap Time	
2:30-3:00	Snack Time	
3:00-3:45	Outdoor Time	
3:45-4:00	Departure	

Schedule 2

		Comments
8:00-8:30	Arrival	
8:30-9:00	Outdoor Time	
9:00-11:30	Indoor Self-selection Activities	
11:30-11:45	Bathroom/Wash Hands for Lunch	
11:45-12:00	Lunch	
12:00-12:20	Group Time	
12:20-2:20	Nap time	
2:20-2:40	Group Time	
2:40-3:00	Snack	
3:00-3:15	Bathroom/Wash Hands	
3:15-4:00	Indoor Self-Selection Activities	
4:00-4:15	Departure	

I want to remember:

Draw or Write:

Appropriate Schedule

Routines, Rituals & Schedules

Schedule 3

Open-9:00	Arrival/Greeting <i>Children participate in learning centers, individual or small group activities.</i>	Comments
9:00-9:15	Group Time/Welcome <i>Child care or early learning professional brings the group together for songs, stories, weather, etc.</i>	
9:15-10:30	Learning Centers/Self-selection Activities <i>Children choose from activities in the learning centers: blocks, art, table toys, dramatic play, math, science, sensory, literacy, music, and woodworking.</i>	
10:30-10:45	Clean-up/Bathroom Breaks	
10:45-11:00	Snack	
11:15-11:50	Outdoor Play <i>Children can choose from a variety of outdoor activities</i>	
11:50-12:00	Transition Indoors/Prepare for Lunch	
12:00-12:30	Lunch and Clean up	
12:30-12:45	Group Time <i>Child care or early learning professional brings the group together for story as they quiet down for nap</i>	
12:45-2:30	Rest Time	
2:30-2:45	Group Time <i>Child care or early learning professional brings the group together for songs, stories, weather, etc.</i>	
2:45-3:00	Snack	
3:00-3:15	Clean up	
3:15-3:50	Outdoor Play <i>Children can choose from a variety of outdoor activities</i>	
3:50-4:00	Transition Indoors/Prepare for Learning Centers	
4:00-departure	Departure <i>Children participate in learning centers, individual or small group activities.</i>	

Creative Curriculum for Early childhood, 3rd Edition

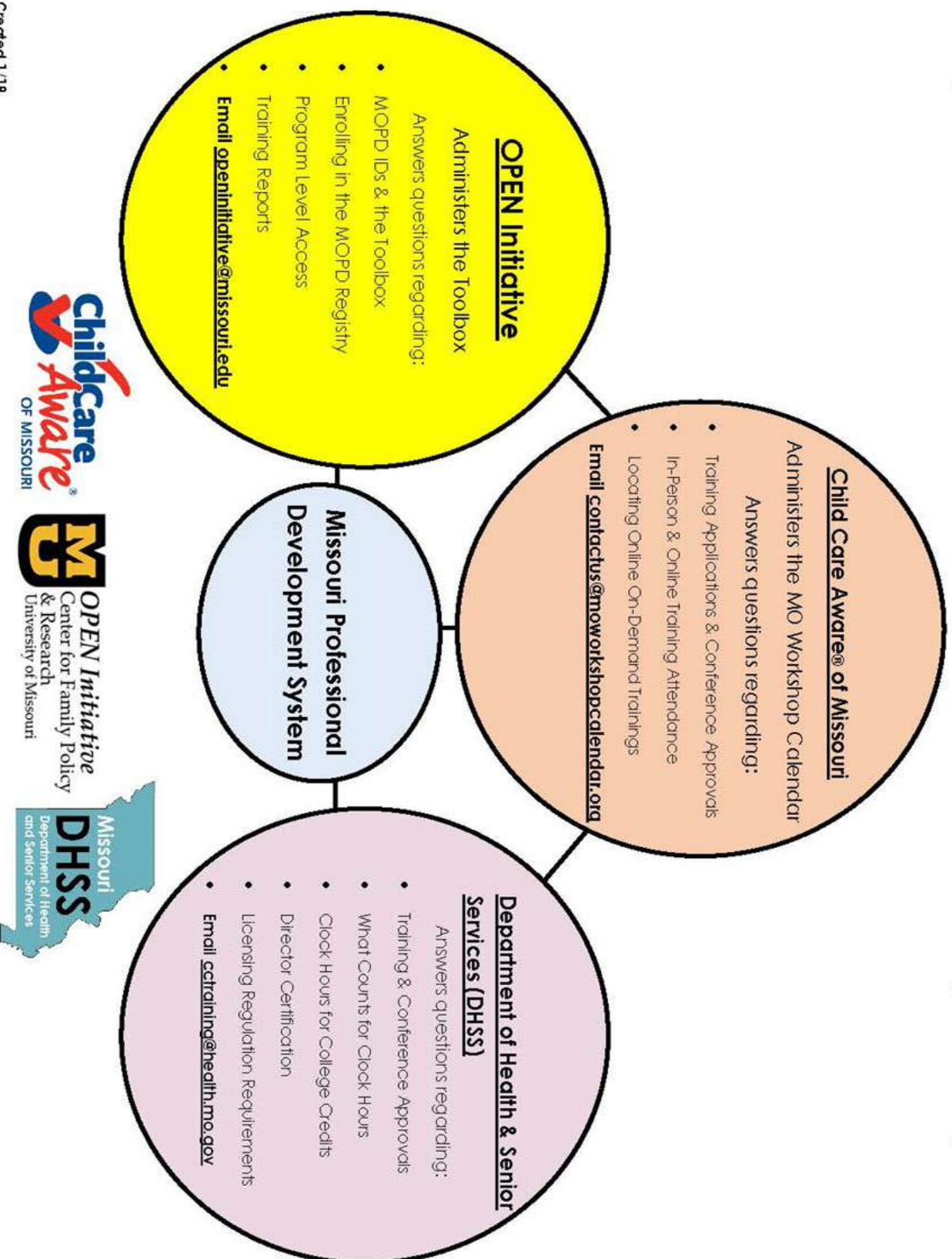
Creating a Daily Schedule

Routines, Rituals & Schedules

Time	Activity	Notes

Resources

Key Functions of the Missouri Professional Development System



Created 1/18



Questions?

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The screenshot shows the homepage of the Show Me Child Care Resources website. At the top left is the logo with the text "SHOW ME CHILD CARE RESOURCES". Below the logo is the tagline "Saving Time. Sharing Costs. Increasing Quality." and the Child Care Aware of Missouri logo. A navigation menu includes: HOME, SAVINGS, CLASSROOM, FAMILY ENGAGEMENT, HR, MARKETING, PROGRAM ADMIN, QUALITY, REGULATIONS, TRAINING, and COMMUNITY. A featured section titled "Routine Vision Coverage & More" includes a description and a "Learn More" button. Below this are three smaller sections: "New and Noteworthy" with a list of links, "Everyday Savings" with a "Save Now" button, and "Flu Season" with a "View Now" button. On the right side, there is a "Child Care Aware of Missouri" logo and a "Show Me Jobs" section with links for job seekers and employers. The footer contains "About Us | Contact Us | Privacy Policy & Terms of Service" and "Reference Sheets: Center Family" and "Powered by CCA For Social Good ©2019 CCA Global Partner".

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- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H MISSOURI with each paying a portion of tuition and books
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- Visit our website www.teach-missouri.org to learn more and access an application



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