PLANNING DEVELOPMENTALLY APPROPRIATE ACTIVITIES

Presented By: Tymothy Smith
Early Care and Education Training and Consulting
(214) 796-1220
www.tymthetrainer.com
Daily Schedule

- Daily schedule
- Balance with activities considering the child’s total experience
- Both written and pictorial
- What happens before, during, and after the activities?
- Outdoor play when weather permits
- Both quiet and active play daily
Daily Schedule

- Balance of large and small muscle activities daily
- More than one option for grouping, such as individual, small group, or large group
  * Infants and toddlers are not expected to participate in a large group
- Balance of child-initiated and adult-initiated activities
  * Time spent in large-group, teacher initiated activity is limited
Materials and Equipment

Materials reflect the lives of the children and families served

Including…
- Books
- Dolls
- Toys
- Dress-Up Props
- Photos
- Pictures
- Music

Materials reflect the diversity found in some society in general

- Racial attributes
- Gender attributes
- Age attributes
Developmentally Appropriate Materials and Equipment

Infants
- Simple, lightweight, open-ended, easily washable toys such as containers, balls, pop-beads, and nesting cups
- Rattles, squeak toys, action/reaction toys

- Cuddle toys
- Toys-to-mouth, such as teether's, rings
- Pictures of real objects
- Crawling area with sturdy, stable furniture to pull self up
Developmentally Appropriate Materials and Equipment

**Toddlers**
- Push and pull toys
- Sturdy picture books
- Toys for pretending, such as a phone and doll
- Large paper and crayons
- Sturdy furniture
- Sand and water toys
- Manipulatives
- Stacking toys
- Large wooden spools
- Beads/cubes
- Pounding bench
- Simple puzzles
Developmentally Appropriate Materials and Equipment

Preschoolers
- Play equipment for climbing and balancing
- Puzzles and manipulatives
- Art materials such as finger and tempera paints, crayons, safe scissors, and paste
- Sand and water toys
- Unit blocks and accessories
- Picture books, audio recordings/tapes, musical instruments
- Dramatic play materials such as dolls, dress-up clothes and props, child-size furniture, and puppets
Developmentally Appropriate Materials and Equipment

Pre-Kindergarten
- Equipment for climbing and balancing
- Construction materials
- Picture books for early readers
- Musical instruments and recordings
- Writing and complex art projects
- Board and card games

- Unit blocks and accessories, such as figures, signs, cars, trees
- Complex puzzles and manipulative toys for counting and sorting
- Appropriate computer software
- Dramatic play materials and props
Developmentally Appropriate Materials and Equipment

School-Age
- Materials for organized games
- Woodworking material, unit blocks and accessories
- Musical instruments
- Computer software
- Board and card games
- Jigsaw puzzles

- Materials for hobby and art projects
- Science project materials
- Dramatic play materials
- Cooking project materials
- Complex manipulatives (connecting or interlocking)
Use of Passive Media (TV)

- Limited to developmentally appropriate programming
- Programs are viewed by an adult first
- Another option for activity is always available
- No child is required to view a program
- Teachers discuss what is viewed with the children
- Passive media is only used in during special occasions
Developing Emotional Skills

**Infants/Toddlers**
- Hold and touch, make eye contact
- Talk and sing
- Initiate rolling and sitting
- Develop self-help skills
- Support toddlers pulling up self, walking, and climbing
- Listen and respond to children

**Preschoolers**
- Allow time for children to talk about what they see, do, and like
- Use children’s names
- Display art work and photos
- Encourage children to draw pictures and tell stories about self, family, and culture
- Encourage children to control their bodies and self-help skills
Developing Emotional Skills

Pre-Kindergarten
- Provide learning experiences that respond to individual learning and differences
- Display unique projects
- Encourage children to do things such as send a card to a sick classmate
- Do projects that children can succeed at most of the time, but still be challenged

School-Age
- Allow children to have choices/initiate own activities
- Allow time to work or play alone
- Cooperative vs. competitive activities
- Recognize self-selected peer groups
- Encourage children to draw pictures and tell stories about themselves
- Display children’s work and photos
- Provide opportunities to explore cultures
Develop Social Skills

Infants/Toddlers
- Hold, pat, and touch babies
- Talk to, sing to, and play with each baby, one-on-one
- Interpret infants’ actions to other children
- Assist toddlers in social interactions

Preschoolers
- Allow children to play in small groups
- Coach children who have a difficult time entering a group
- Provide opportunities for sharing, caring, and helping
- Explore ways to explore bias comments and behaviors
Develop Social Skills

Pre-Kindergarten
- Variety of ways to group children
- Allow collaboration and cooperation
- Coach children to problem solve
- Allow children to set classroom rules
- Support the beginning of friendships

School-Age
- Have planned and spontaneous activities in team sports, group games, and clubs
- Allow time to sit and talk with individual children
- Focus on activities rather than outcome
Encourage Children to Think, Reason, Question, and Experiment

Infants and Toddlers

- Infants and toddlers are allowed to explore in safe areas
- Light colorful objects for infants to reach at and grasp
- Play naming and hiding games, such as peek-a-boo
- Toys that initiate cause and effect
- Toddlers are allowed to dump and fill containers
- Avoid interruptions of children’s activities
Encourage Children to Think, Reason, Question, and Experiment

Preschoolers

- Plan sorting activities
- Discuss routines
- Extend children’s thinking
- Observe natural events, such as seeds growing
- Use numbering and counting activities
- Take and talk about walks around the program
- Encourage sand and water play
Encourage Children to Think, Reason, Question, and Experiment

Pre-Kindergarten
- Learn basic science and math skills through sand and water, constructing with blocks, using levers, pulleys, scales, and other simple machines
- Observe natural events; encourage to draw and discuss what they see
- Have children work with tools
- Use lots of drawings, writing, and speaking to tell stories
Encourage Children to Think, Reason, Question, and Experiment

School-Age

- Provide activities such as cooking, money-making projects, gardening, science experiments, etc.
- Provide time to complete homework
Encourage Language and Literacy

Infants and Toddlers

- One-to-one and face-to-face interactions
- Look at simple books and pictures
- Talk in a pleasant, calm voice
- Verbally label objects and events
- Respond to sounds infants make; imitate often
- Respond to toddler’s attempt at language in supportive ways
Encourage Language and Literacy

Preschoolers

- Read books and poems, tell stories about experiences, talk about pictures
- Provide time for conversations
- Answer children’s questions
- Add more information than what the child says
- Label things in the room with words
- Use flannel boards, puppets, songs, finger plays
- Encourage children’s interest in writing
Encourage Language and Literacy

Pre-Kindergarten

- Actively work to increase children’s vocabulary
- Read books and poems, tell stories about experiences, talk about pictures
- Help children develop book-handling skills
- Help children develop a full range of strategies for reading
- Provide opportunities for children to write or draw about what is important to them
- Give children practice in composing and editing stories
- Continue oral language development
Encourage Language and Literacy

School-Age

- Provide opportunities to read
- Share experiences with adults and friends
- Use audio-visual equipment
- Make own films and recordings
Enhance Physical Development and Skills

Infants and Toddlers

- Allow children to learn to roll, sit, and walk at their own pace
- Encourage children to crawl
- Have equipment for children to pull up on
- Take infants outside when weather permits
- Provide objects for infants to reach and grasp
- Plan activities for non-mobile infants
- Provide simple puzzles, nesting toys, stacking toys, and pop beads for toddlers
- Provide objects for toddlers to carry
Enhance Physical Development and Skills

Preschoolers

- Provide time and space for jumping, running, balancing, climbing, and riding bikes
- Creative movement activities
- Fine-motor activities
- Art, modeling, and writing
Enhance Physical Development and Skills

Pre-Kindergarten

- Group games
- Creative movement and recordings

School-Age

- Physical exercise
- Group games and team sports
- Time for hobbies
Encourage and Demonstrate Sound Health, Safety, and Nutrition

- Cook and serve a variety of foods
- Discuss good nutrition
- Develop safety awareness
- Encourage hand washing, brushing teeth, exercise, rest
- Talk about doctors and dentists
- Describe health routines as they are implemented
- Study topics on the human body, nutrition, and life skills
Encourage an Appreciation for the Arts

- Use music and movement, sing to children, dance
- Display artwork to look at
- Encourage scribbles with crayons
- Art activities with brushes, collage, sponges
- Process vs. product
- Multi-cultural
- Have children express themselves through art
- Take trips to galleries
Respect Cultural Diversity

- Bring home culture into the classroom
- Provide books and music
- Initiate discussion, talk in a positive way
- Cook and serve foods
- Avoid stereotyping
Allow Time for Children to Select Their Own Activities

- Infants and toddlers have materials for free choice
- Several activities available at a time
- Teachers respect children’s selection
- Teachers pick up on activities children select and show interest
- Pre-K and School-Age kids help prepare materials
Teachers Plan and Conduct Smooth Transitions Between Activities

- Children are given advance notice
- Children are not always required to move as a group
- New activities are prepared and ready before the transition
- School-Age children help plan and participate in the change in activities
- School-Age children have time to adjust from public school to program

~ Teachers are flexible enough to change planned activities as needed
Routine Tasks are Incorporated Into the Program

- Routines are used for a time of pleasure and learning
- Routines are handled in a relaxed manner
- Teachers work with families on routines
FAQ about DAP?

- Is it a curriculum?
- Is this for every child?
- Can this be for full-day or half-day programs?
- ...other?