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fantozzi.sequencingrationale.doc

***Sequencing Rationale***

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 This pro-social behavior unit is sequenced according to the learning-related pattern of familiarity. While a variety of patterns may have been utilized in sequencing the five subunits which comprise this unit, the pattern of familiarity appears to be the most developmentally appropriate choice for the early childhood level. Young children respond most effectively to content when it is presented in terms and methods which are familiar, relevant, and relatable to their lives and experience base. Presenting the most familiar content first will enable understanding and attainment of familiar and personal concepts, thus creating a foundation upon which to build later, less familiar concepts within this unit. This pattern is especially applicable when considering the fact that the preschool classroom is the first school experience for a majority of children. Many students may not possess the previous social experiences necessary in attaining understanding of some of the concepts within this unit. Therefore, the pattern of familiarity will most effectively and appropriately facilitate the recognition, comprehension, and application of this unit’s concepts for the preschool age group.

 The first subunit, “Emotional Regulation”, is the most appropriate starting point for this unit. The concept of feelings is both familiar and deeply personal for students. All young children are familiar with the experience of feeling angry, sad, and scared. Additionally, all children have experienced a reaction to these various emotions. This unit will utilize these very familiar emotional experiences to teach students how to label and recognize their own feelings, as well as the feelings of others. Students will explore the proper regulation skills, techniques, and strategies necessary for effective self-assertion and positive social interactions.

 The second subunit, “Kindness”, is also a familiar concept for students. Most young children should have previous home experience helping individuals such as family members. They should also have experience caring for personal items and belongings, such as toys, books, or pets. This subunit will build upon those personal experiences with the concept of kindness by teaching children how to expand their display of kindness to peers and community members. They will also explore the difference between helpful and hurtful words and actions, as well as the effect of such actions upon others.

 The third subunit, “Responsibility”, also contains several familiar concepts for young children. Most children have experience making choices and following established rules within the context of their homes. This subunit will extend upon those experiences by modeling how to appropriately choose words and actions within the classroom environment. Students will also explore the need for and importance of rules within the classroom, a group setting, and society. In addition, the topic of honesty will introduce children to another method of taking responsibility for themselves both as students and citizens within a community.

 The fourth subunit, “Respect”, contains several concepts which may be less familiar for preschool students, and has therefore been placed near the end of the sequence. While children may be familiar with sharing a toy at home with siblings, it is less likely that they have experienced the concept of sharing and taking turns with groups of non-familial children. In addition, since the preschool classroom may serve as a child’s first introduction to diverse individuals, many children may lack familiarity with the concept of accepting differences and respectfully interacting with diverse individuals. This subunit will introduce students to these key skills vital to success in future social interaction within the classroom and society.

 The fifth and final subunit, “Cooperation”, is perhaps the least familiar concept of the unit, and has therefore been appropriately placed at the end of the sequence. Most preschool children will possess little to no experience working cooperatively within a small or large group setting comprised of diverse peers. This subunit’s subordinate concepts of fairness, negotiation, communication and teamwork will teach children how to effectively work within a group setting to attain a common goal. Through exploration and experience this subunit will become more familiar and applicable for students.