Lesson Plan? What for? It’s Preschool!

Jake looked at his boss, not believing what he just heard. "Jake, here are the directions for this week's business trip." He handed Jake a 2 inch square of a map."

Well, where am I going? Which customers will I be working with? How do I know what materials to take along?" The boss assured him he would receive all that information as the week went along. Puzzled, and a bit irritated, Jake took the map and started for his car. I don't know what materials I need for this trip; I don't even know what kind of clothes to take. Five days of travel could take him quite a ways, or it could circle around and bring him right back home, having accomplished nothing.

Each day he received directions, all 2 square inches of them, and he located where he had been but not where he was going. No objectives for the day, much less for the week. No materials, not a hint of how this day should progress. By the end of the week, he was frustrated. Clients, some of them new, who actually lived on the route he had been over were upset because the week had not yielded anything for them either.

Teachers who choose to teach without lesson plans put themselves in the same situation that Jake had found himself. Without plans, today's assignment may or may not teach to the purpose of the week, or more importantly, at the level that each child could understand. Usually, the teacher couldn't identify the objective anyhow, so as long as the children were busy and well-behaved, the day had been successful.

Is this how your day goes? Or do you start out with an objective? What do you want the children to learn? Do you have all the necessary materials collected so you don't have to go find something, or “make do” without that item? Do you identify any child/ren that may need extra help? Have you included art, music, movement, math, science, language arts, and free play in which to act out what they understood, or didn't understand, without your interference? How about the evaluation for the week?

Moral of the story: If you don't know where you are going, you will never get there.

Dr. Aleene Schaeffer Mills
Consultant for Early Childhood Education
Mid-America Union of SDA
No More Food Battles

ELLYN SATTER’S DIVISION OF RESPONSIBILITY IN FEEDING

Children are born wanting to eat, knowing how much to eat and inclined to grow in the way that nature intended. Good parenting with feeding preserves those qualities throughout the growing-up years. Parents provide structure, support and opportunities. Children choose how much and whether to eat from what the parents provide.

The Division of Responsibility for Infants:
- The parent is responsible for what
- The child is responsible for how much (and everything else)

The parent helps the infant to be calm and organized and feeds smoothly, paying attention to information coming from the baby about timing, tempo, frequency and amounts

The Division of Responsibility For Toddlers Through Adolescents
- The parent is responsible for what, when, where
- The child is responsible for how much and whether

Jobs parents need to do with feeding include:
- Choose and prepare the food
- Provide regular meals and snacks
- Make eating times pleasant
- Show children what they have to learn about food and mealtime behavior
- Not let children graze for food or beverages between times
- Let children grow up to get bodies that are right for them

Fundamental to parents’ jobs is trusting children to decide how much and whether to eat. If parents do their jobs with feeding, children do their jobs with eating:
- Children will eat
- They will eat the amount they need
- They will eat an increasing variety of food
- They will grow predictably
- They will learn to behave well at the table

Crossing the lines of Ellyn Satter’s Division of Responsibility in Feeding is likely to create feeding problems and distort growth. Trying to control what or how much a child eats or how his body turns out crosses the lines. So does letting the child dictate the family menu. For a further explanation of the division of responsibility, see any of Ellyn Satter's four books; Your Child’s Weight: Helping Without Harming, Child of Mine: Feeding With Love and Good Sense, Secrets of Feeding a Healthy Family, or How To Get Your Kid To Eat... But Not Too Much.

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Excellent parenting involves both availing yourself of information and advice and also trusting yourself. Too much information from 'experts' can cause families to lose confidence and become confused, especially when advice is conflicting.

One of the challenges of working with young children is finding ways of working effectively with their families. Anne Stonehouse challenges the reader to look at situations in an early childhood program from families’ perspectives. Encouraging programs to move beyond traditional parent and family involvement, this recently updated version of the book contains insights on what it takes to create and maintain effective partnerships that benefit young children the most. View this article online at ChildCareExchange.com.

In her popular Exchange book, How Does it Feel? Child Care from Families' Perspectives, Anne Stonehouse asks, "How would you feel if you believed that the professionals in the program were more knowledgeable and expert about your child than you were?" ... and then observed...

"The knowledge and expertise of experienced professionals can be very helpful to families, especially those who are inexperienced. At the same time it can be daunting. Professionals need to take care about giving out advice and information to families. Parent support is much more appropriate than believing that you have a mandate to 'educate families.' The point is to support and empower families as the most important people in their child's life.

### Job Openings

**Within the Pacific Union**

**Southern California Conference**

Wee Care Child Center is looking for a director. Contact Dr. Mario Negrete, Education Associate for the Southern California Conference: 818-546-8400 or e-mail.

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**Where It Begins**

Even though young children are in a center most of the time, it is still the parent’s job, first and foremost, to raise their child(ren) in the knowledge of God. We can support that effort by being a resource for them. Here are just a few ideas.

1. Provide networking opportunities for parents.
2. Provide information on available resources.
3. Conduct interactive workshops for parents.
4. Pray for parents.

Parents are the most influential people in their child’s life. By working together we can uplift the family unit and empower parents.

www.kidsministryideas.com

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**The Purposes of ACCN:**

1. To affirm, encourage and empower all engaged in the weekday ministry to children.
2. To provide opportunities for professional and spiritual growth.
3. To provide networking opportunities for Seventh-day Adventist Child Development Centers.
4. To set certification standards for child care providers.
5. To foster unity between all areas of child development within the Seventh-day Adventist Church.
6. To encourage the incorporation of Early Childhood Education in the nurture and outreach programs of the Seventh-day Adventist Church.
7. To foster working relationships with the world church, unions, conferences, local churches, and schools.
8. To encourage surveys and research in the area of Child Development and Early Childhood Education in cooperation with the North American Division.
9. To counsel with the North American Division and General Conference in the development and review of programs and strategies for Child Development.
10. To provide guidance and resources to training organizations, colleges, and universities.
11. To advocate the hiring of Early Childhood specialists at all organizational levels of the Seventh-day Adventist Church.
12. To develop working relationships with other Early Childhood Education organizations.
13. To encourage child care centers to obtain national accreditation.

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**Join ACCN**

ACCN website address: [http://paucearlychildhood.adventistfaith.org](http://paucearlychildhood.adventistfaith.org)

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You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives. ~Clay P. Bedford
ACCN at NAECY Conference

During the annual NAEYC Conference (this year in Anaheim, CA), the Adventist Child Care Network will meet three different times and three different places for business/networking, sharing and worship.

1 Thursday, November 4
5:00-6:30 p.m.
Anaheim Marriott, Los Angeles/La Jolla Room

Annual business and networking meeting. We will be giving out free copies of Character Links curriculum to each attendee, new brochures on child training, and announce our new board of directors. Be sure to attend!

2 Friday, November 5
6:30-8:00 p.m.
Anaheim Convention Center, Room 202B

Early childhood professionals are welcome to join us for a sundown worship service, celebrating the gift of the Sabbath.

3 Saturday, November 6
10:00 a.m.
Hilton Anaheim, Mezzanine Room 1

Please join us for Sabbath morning worship, praising God for His goodness.

ACCN meeting information is posted in the NAEYC final bulletin and on the ACCN website and Facebook pages.

For more information, contact Christine Gillan Byrne at (805) 490-6055, or christine@puconline.org.

Young Child Ministries

For several months now, ACCN President, Dr. Christine Gillan Byrne, has been developing a website just for parents of young children – birth to 5 years of age.

The premise behind this website is to help parents of young children understand what Mrs. White was talking about in the book Child Guidance. The vignettes and insights have led to multiple pages and other relevant topics.

The website is not meant to be an exhaustive resource on child rearing. The focus is on spiritual development of the young child and how it differs from religious instruction. Within the various pages are links to other extensive, topic-specific websites for various subjects.

The website is constantly evolving so you’ll see regular changes with additional information, graphics, pictures, and offers.

As a member of the Adventist early childhood community, we thought you might be interested in visiting Young Child Ministries.

Enjoyment is not a goal, it is a feeling that accompanies important ongoing activity.

-Paul Goodman in Growing Up Absurd