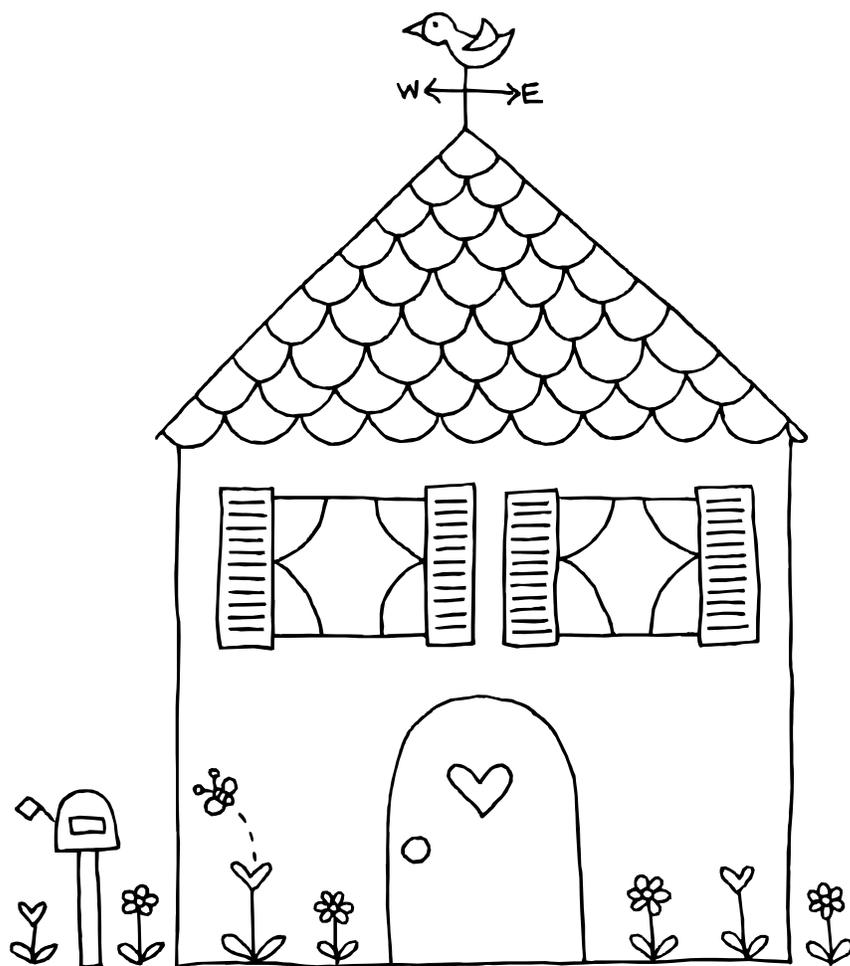


Children's Center of the Stanford Community

PROGRAMMATIC GUIDELINES FOR WORKING WITH CHILDREN



When I'm building with the blocks,
Please don't say I'm "Just Playing."
For, you see, I'm learning as I play;
About balance and shapes.

When I'm getting all dressed up,
Setting the table, caring for the babies,
Don't get the idea I'm "Just Playing."
For, you see, I'm learning as I play;
I may be a mother or a father someday.

When you see me up to my elbows in paint,
Or standing at an easel, or molding and shaping clay,
Please don't let me hear you say, "He is Just Playing."
For, you see, I'm learning as I play.
I'm expressing myself and being creative.
I may be an artist or an inventor someday.

When you see me sitting in a chair
"Reading" to an imaginary audience,
Please don't laugh and think I'm "Just Playing."
For, you see, I'm learning as I play.
I may be a teacher someday.

When you see me combing the bushes for bugs,
Or packing my pockets with choice things I find,
Don't pass it off as "Just Play."
For, you see, I'm learning as I play.
I may be a scientist someday.

When you see me engrossed in a puzzle,
Or some 'plaything' at my school,
Please don't feel the time is wasted in "Play."
For, you see, I'm learning as I play.
I'm learning to solve problems and concentrate.
I may be in business someday.

When you see me cooking or tasting foods,
Please don't think that because I enjoy it, it is "Just Play."
I'm learning to follow directions and see differences.
I may be a chef someday.
When you see me learning to skip, hop, run, and move my body,
Please don't say I'm "Just Playing."
For, you see, I'm learning as I play.
I'm learning how my body works.

I may be a doctor, nurse or athlete someday.
When you ask me what I've done at school today,
And I say, "I Just Played."
Please understand.
For, you see, I'm learning as I play.
I'm learning to enjoy myself and be successful in my work.
I'm preparing for tomorrow.
Today, I'm a child and my work is play

CCSC's Philosophy

The Children's Center of the Stanford Community (CCSC) is grounded in the belief that children are competent, curious, resourceful learners. Our inspiration comes from the RIE approach, the schools of Reggio Emilia, Italy and Socio-Constructivism to name a few.

Children's interests and explorations provide the framework for curriculum and investigation. Our thoughtful and intentionally designed environment fosters children's experiences, relationships and opportunities for cooperative work. Materials are selected that are interesting and provoke creativity and wonder.

Our work with children hinges on respectful, collaborative relationships between staff, families and the community. The active participation of our parents is an essential element in the life of our school.



CCSC's Approach to Learning

At CCSC, we view children as competent, curious and resourceful. They are ready to collaborate and are full of wonder and delight. The goals we have for children's experiences at CCSC are reflected in our daily routines with the children. We want children's time here to be characterized by:

- long, uninterrupted work time
- opportunities for children to use many different materials to represent their thinking and feelings
- opportunities for children to get messy and dive into their explorations
- time, space and supplies for children to explore materials- for infants this may require tasting, rubbing or touching a variety of materials. For older children, it may involve transforming materials by shaping, taking apart or recreating them.
- opportunities and adult support for children to practice resolving conflicts with each other, working through problems to reach satisfying solutions
- adults moving with respect and quiet gentleness in the rooms, acknowledging with our voices, our movements and our demeanor that the rooms are the workspaces for children...we are here to listen and support and listen some more.

Our program evolves from the children's developmental needs rather than from a pre-arranged curriculum. Children's interests and explorations provide the framework for curriculum and investigation. Our thoughtful and intentionally designed environment fosters children's experiences, relationships and opportunities for cooperative work.

We strongly believe:

- that children have a desire to learn and make sense of their world
- that learning can happen at any time
- that play, both informal and organized, is significant for intellectual and emotional growth

Through a relationship of care, respect and trust, we believe that children will learn to care for, respect and trust themselves and others. Two of the areas that we emphasize with children throughout our program are developing increasingly complex social skills and encouraging problem solving skills.

Our work with children hinges on respectful, collaborative relationships between staff, families and the community. The active participation of our parents is an essential element in the life of our school.

CCSC is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC is a professional organization which promotes excellence in early childhood education. CCSC has proudly earned accreditation by continuing to meet the criteria that the NAEYC establishes for quality Early Childhood Programs

Working with Infants and Toddlers (CIP/TKP)

CCSC'S Infant and Toddler programs embrace the belief that children are competent, confident, curious, and resourceful individuals. We strive to provide families and children a place to call their second home. CCSC is a caring community, as well as a safe, nurturing, creative environment designed for exploration and learning. It is a place for childhood to begin. (Greenman, Stonehouse, Schweikert 2008)

A Place to Call their Second Home

Children need a variety of places to spend time: spaces with varying light, texture, smell and room to allow different kinds of movements. We provide these spaces and offer materials to encourage competence, comfort, and acceptance of each individual—based on their culture, temperament, and needs.

In our CIP and TKP rooms, we provide children with structures to encourage climbing, crawling, hiding, as well as sitting with friends. We offer authentic materials similar to those that children may find in their own home. These include pots, pans, spoons, boxes and other objects that encourage creative play and exploration.

Lunches and snacks in TKP and for CIP's older children are served family-style. Children are encouraged to serve themselves, while adults are at the table engaging children in conversation and providing assistance, if needed. In TKP, when a meal is complete, children will take the responsibility for clearing their own dishes.

A Caring Community

The environment and care-giving practices support individualized care, relationships, and community. We encourage personalized care and meaningful friendships between teachers, parents and children. By building relationships of respect and trust, children are supported by a foundation of security. This strong foundation allows children to feel respected and become more confident in mastering developmental skills.

Diaper changing in both CIP and TKP are unhurried times. Teachers engage children in the process by letting them know when they are going for a diaper change, and waiting for the child's response before picking them up. Throughout the diaper changing process, teachers talk to the child about what they are doing and often make it a playful interaction.

Adults in the classroom follow the child's lead in play. Teachers take time to acknowledge children's reactions and respond in respectful ways. This continues to build the child's trust in their caregivers.

CCSC values our cooping parents as part of our teaching team. We not only look to cooping parents for help in daily classroom routines, but we want parents to include themselves in children's experiences. We acknowledge that cooping in this age group may not be easy and your child may demand your attention, which then takes you away from tending to other children. Working as a team with the classroom teachers is the key to make cooping successful—communication and asking for teacher's help is crucial for a successful cooping experience for both you and your child.

Please read the *Cooping Handbook* for more specific information about the responsibilities while on floor and the types of interactions that we support in the classroom.

Our Environment

Children in CIP and TKP are allowed to explore with their bodies and senses. We offer children enough room to grow and freedom to test their limits. Indoor and outdoor environments are rich with the stuff of exploration that supports their development. We believe that it is a child's job to learn about the world and fully develop into the very best person that he or she can be (Greenman, 2008).

A World at Their Fingertips

Infant and toddlers are sensorimotor beings who make sense of their experiences by exploring with their rapidly emerging bodily powers. Long before they understand concepts like *under* or *far* with their minds, their bodies are learning to navigate the up and down, over and under of the physical world.

Infant and toddler environments are planned and organized to maximize:

- *Large and small motor environments.* For young babies, these include looking, reaching, grasping, holding, crawling in, out, over, under; for toddlers, these include gripping, throwing, manipulating, walking, climbing pushing and pulling.
- *Sensory experiences,* which include explorations of texture, color, sound, size, shape, smell, taste, weight.
- *Cognitive experiences,* which include determining object permanence, spatial relationships, classification, collection and dumping, cause and effect experiences as well as problem solving.
- *Language development,* which includes conversations with children, naming objects, reading books, singing songs, sharing nursery rhymes, and exploring sounds.
- *Social experiences,* which include one-on-ones time with teachers and child-initiated interactions, with other children or adults in the room.
- *Creative Expression,* which includes art exploration, movement, doll and soft-toy play, imitations, and beginning dramatic play.

With all these, the emphasis is on what the child gains in the process of engaging with people, equipment, and materials, rather than on creating a product or a result.

Moreover, the teachers provide children a warm, secure place that encourages positive interactions—this may include interactions that are both verbal and nonverbal, great conversations, and many moments of undivided attention.

A place for childhood

We are grounded on the belief that every child deserves a childhood, a time of magic and wonder, safety and security in which to discover what our world has to offer. Each day, we offer children and families a warm, soft, homelike place with the right mix of freedom and structure, exuberance and serenity, and an abundance of warmth and laughter.

*CCSC hopes to be a great place to be a child
For the one childhood each child will have!*

The RIE Approach in our Infant/Toddler Program

CCSC's Infant and Toddler Programs are influenced by the works of Dr. Emmi Pikler and Magda Gerber. This can be seen in our room set-up, materials we purchase, interactions with children, and most of all, in our care-giving practices.

Based on respect, the RIE Approach helps raise infants who are **competent, confident, curious, attentive, exploring, cooperative, secure, peaceful, focused, self-initiating, resourceful, involved, inner-directed, aware, and interested.** (RIE.org)

Competent. If we could observe and see infants as completely competent for the stage at which they are, we would learn from and about them, rather than teach them.

Confident. The development of a child's confidence is a slow process established in infancy and childhood, based on security and mastery. Time and opportunity for achieving success in completing tasks during play are important for a child's developing sense of self.

Curious. Curiosity is a natural trait in children. It is the doorway to creativity, and should be appreciated and nurtured. Let your child's natural curiosity develop by letting him explore on his own rather than guiding him. Natural curiosity leads to the joy of discovery... Life is, after all, looking at situations and seeing what fits, or is appropriate to do, like figuring out how to assemble a puzzle.

Attentive. The less we interrupt, the more easily infants develop a long attention span... If infants are well cared for, if they can do what they happen to be interested in at that time, and if nobody interrupts, they have much longer attention spans than we give them credit for.

Exploring. Young children are explorers and initiators. They learn in spite of what we teach. A safe environment in which the baby can move and explore provides the kind of learning experience the child profits from the most. When infants have enough space, safe space, they will do exactly the movements that they are ready for – because they have the opportunity.

Cooperative. Cooperation is encouraged during caregiving times. Your goal is to encourage your child's active involvement by inviting them to become part of the process. For example, during diapering you can talk to your baby and ask for her cooperation, even if she can't yet understand you. This sets up the beginning of a dialogue between you that promotes cooperation.

Secure. Babies communicate from birth. If your attitude is, "I cannot know automatically what you need; please tell me," then the baby will learn to give you cues, and dialogue will develop. Being understood creates security, trust and confidence.

Peaceful. Your child will derive a sense of peace as well as competence if you support them in developing naturally, according to her own rhythm.

Focused. Non-interruption of play helps children develop competence in problem-solving skills.

Self-Initiating. We have basic trust in the infant to be an initiator, to be an explorer eager to learn what he is ready for. Because of this trust, we provide the infant with only enough help necessary to allow the child to enjoy mastery of her own actions.

Resourceful. Contrary to grown-ups' expectations, infants usually do not get overly frustrated by struggles during play. When a toy gets caught or a ball rolls away, they may even enjoy the situation and certainly learn from it – if adults do not solve the problem for them.

Involved. As we observe infants, it almost looks as if they are working rather than playing: they are fully involved, absorbed in what they are doing. We don't need to invent exercises for them. They learn to follow their instincts and to trust their own judgment.

Inner-directed. It can be difficult to step back and let your child take the lead, but in this way you will observe and learn from her. You will discover with delight that your child has many inherent abilities that might have been missed if she had not been allowed to explore in her own way.

Aware. Once, many years ago, I saw an infant lying on the floor who was trying to catch something in a very dreamy, beautiful way. I didn't see anything, but I knew that the child saw something. Only as I walked around did I realize that the dust in the air was creating a rainbow, and that's what the child saw.

That experience stayed with me as a symbolic reminder, so that now when people do things, I want to say, "That child may just see the rainbow – don't interrupt. Wait."

Interested. When an infant repeats an action many, many times, he is not bored. Rather, he is learning thoroughly about that action, making it a part of himself and his world. When he has learned it to his own satisfaction, he will move on to another new activity.

Overview of CIP/TKP Program Practices (Based on the RIE Approach)

In CIP/TKP, a teacher:

- uses every moment with the child as a potential source of learning
- trusts infants' abilities to initiate his own activities, choose from available objects, work on his own and at his own pace without interruption
- provides appropriate space for the infant to freely initiate his own movements without interference
- focuses upon observing the whole child, his reaction to the care-giver, to the environment, and to his peers
- places objects/toys so the infant must make an effort to reach and grasp
- waits to see if the child is capable of consoling himself and solving his own problems, encouraging autonomy
- accepts the child's right to show both positive and negative feelings (not only making an effort to console the child, but trying to determine the his needs)
- facilitates interactions by closely observing, in order to know when to intervene and when not to
- comments, "Both you, John, and you, Anne, want that toy."
- models appropriate behavior by touching the aggressive child and quietly saying something like, "Easy, gentle...no thank you"
- squats down, touches and strokes the "victim" saying, "Gently now, nice" — modeling and consoling both children without reinforcing a pattern of becoming a "victim"
- wants to become the steady person to his or her own small group of about four infants
- calmly observes and can often prevent the "fire"
- always tell the child before she does anything with him or her (changing diapers and transitions)



Working with Preschoolers and Older Toddlers (LKP/BKP)

CCSC's program supports social and emotional development for the children. Through individual and group play, children gain independence and self control, and learn to take initiative to solve problems in working with other children and adults.

Children learn to have a sense of trust when the program follows a consistent schedule and routine and when plans are carried through to completion. Each child and family's routines and personal needs are respected and are important to the classroom culture.

Children are able to demonstrate competency and growing abilities in the program when they are offered appealing materials that challenge and support their interests. By offering extended periods for play, children have an opportunity to fully engage and explore the available materials. As children use the classroom materials consistently, they become resourceful in how the mediums can be used and master their abilities...often to the point where a child can teach other children in the classroom what they have discovered.

The teacher's role in the classroom is multi-faceted. Teachers carefully listen, observe, and document children's work. Their observations of the children's interests facilitate their curriculum development and support their assessment of children's growth. Teachers collaborate to prepare the environment each day to provoke interest, stimulate thinking and challenge the children. Teachers strengthen social and emotional skills when they facilitate problem solving between children and bolster their growing relationships with one another. The relationship between home and school is connected through daily communications between parent, child and teacher, as well as, in our working relationships with cooping parents..

Snacks and meals are served family style. This is a great time for children to share stories with their friends and teachers or parents. These meal times foster independence and give children the opportunity to make choices and build self-help skills. We expect for children to spill sometimes when learning to serve themselves. This is an opportunity to teach the child how to clean up and to help the child cope with minor disappointments. Children learn to wait their turn and take responsibility for setting up and cleaning up after mealtimes as well.

Our program offers time for children to work independently and in groups. Work in small groups is an opportunity for children to communicate their ideas, build negotiation skills and develop relationships with their peers.

During each day children may engage in a variety of activities, including:

- Creative expression through art and music
- Exploring sensory materials
- Imaginative play
- Fine motor exploration
- Cooking
- Work with manipulatives
- Block play
- Enjoying books and music
- Outdoor experiences

WHEN SHOULD WE INTERVENE IN CHILDREN'S PLAY?

(Adapted from Play-Learning Environments for Young Children: NAEYC)

After the environment is prepared for the day, teachers and parents can sit down and observe children playing with the materials and working together. We think it is important to respect the children's right to play alone or with other children. Don't needlessly interrupt children, if everyone is engaged in play, simply sit down near-by and watch.

Here are some guidelines to know when **not** to intervene in the play of children and when they may need more support.

Do not interrupt children's play:

- When you see that the children are trying solve their own problems
- When children know the rules and are playing in a safe manner (physically and emotionally)
- When you think children can learn best from one another
- When children are motivated and interested in their play
- When children are focused and engaged

You may need to step in:

- When a situation is not safe for a child
- When rules need to be clarified
- When the number of children participating in an activity needs to be limited
- When a child is out of control
- When children have conflicts, be available to offer help with your words and limits to support problem solving
- When a child needs to be re-directed
- When children ask for your help
- When you must involve a child in a caregiving task (e.g. diapering, toileting)
- To warn children that a transition is pending

UNDERSTANDING THE PRESCHOOL ENVIRONMENT

Each preschool classroom is organized with defined areas---blocks, imaginative play, manipulatives (e.g., Legos, puzzles), creative expression, sensory exploration, cooking, music and movement, books and literacy, and outdoors.

The environment supports children's play by offering adequate work space and opportunities to EXPLORE. Teachers encourage children to engage in extended periods of play and explore areas of interest.

Art and Writing Area

Children: Children have opportunities to creatively and imaginatively discover line, color, shape and texture by seeing and feeling materials. The variety of these materials enable them to have sensory experiences leading them to express their own thoughts and ideas through picture making, modeling and constructing.

The writing center is an excellent place to communicate ideas and messages through letters words and graphics. Children enjoy practicing letters and using the letters that they know to try out new words. They also express themselves through drawings. In this center, children explore their ideas naturally, creatively and freely.

Adults: Allow children to express themselves with the supplies that are made available. Messy is okay. Children need only please themselves in the process of creating. There is no right or wrong method, just creating and exploring the materials. It is the process, not the product that we emphasize. Treat each child's art and written work respectfully. Help should be provided when children have questions or need assistance.

Sensory Play

Children: Sensory play is an opportunity for children to do "hands-on" exploration. Children are learning about Buoyancy, Chemical Reactions, Evaporation, Measurement, Conservation, Dissolving things, Textures, Surface tension, Weight, Smell, Taste and so many other important scientific phenomena.

Adults: Sit down at the table with the children. Allow the children to involve you without being intrusive in their play. Repeating their verbal observations about their play is a good way of involving yourself without taking over. Ask open ended questions (eg. What do you think will happen if...? Or, What do you see?) If appropriate, enhance the process for them by bringing in new props to extend the play. Children may get messy during this type of play.



Block Area

Children: This center provides children with materials for designing and building. It is here that they organize projects and implement them. Children learn shapes, sizes and distances. They use logical and mathematical thinking, as well as developing skills in classification, measurement, fractions, order, balance, symmetry, stability, and cause and effect. They use creativity, imagination and social skills as well.

Adults: Sit down on the floor whenever. Allow the children to involve you without being intrusive in their play. Children feel more comfortable when an adult sits at their level and establishes eye contact while supporting their play. Repeating their verbal observations about their own play is a good way of involving yourself without taking over. Follow their cues and respect their wishes. Enhance the process for them by bringing in new props to extend the play.

Book Area

Children: This area is designed to be a comfortable space where children relax, enjoy and explore books. The book area provides opportunities for children to hold books and to participate in non-verbal communication, to interpret pictures and text and to talk about what they discover. Children can share books with teachers and other children. This is a great space where children wanting to be quiet can get away from the more bustling activity around the classroom. Promoting the love of literacy is a high priority in our program.

Adults: When reading with children, hold the book so that they can see the pictures. Decide on the number of children you can comfortably read to at the same time and then invite the others to return for the next story. While reading, vary your intonation, use appropriate facial expressions, and involve the children by asking questions (e.g., What do you think will happen next? How does he/she feel?). Leaving out the last word of a familiar rhyming story also empowers a child to get involved. Avoid merely reciting the words. Be sure to model appropriate book "care" for children (e.g., being gentle with the pages, repairing torn pages, putting books away after use).

Imaginative Play Area

Children: This area offers "imaginary play" props appropriate to the children's developmental level. This is a safe place where children take on roles they see and hear about in their daily lives and beyond. They are learning to think about other people's perspectives. In this area, children develop social skills such as communication, negotiation, problem solving as well as representational skills. The play that happens in this area fosters creativity and helps children make sense of their world.

Adults: You can enhance the play by providing suggestions that may build upon what the children are already doing. Again, be careful not to intrude. Wait to be invited into their imaginary world and let them take the lead. Remember that adult interaction may over-excite, so be cautious about how involved you get.

Manipulative Area

Children: Children develop and practice fine motor skills in this area...such as grasping, releasing, pushing, pulling, assembling and disassembling. The play that takes place here supports development of computation and problem solving skills, as well as patterning, sequencing, categorizing, measuring, cognitive and logical thinking.

Adults: Sit down on the floor or at the table. Provide them with any props that might encourage and strengthen their play. Encourage their creativity with the materials; there are infinite uses for them.

Snack/M meal Time

Children: Snack time and meal time are opportunities for children to serve themselves, pass foods to other children, make choices about which foods to eat, as well as, to build their self-help skills. Children learn to take turns talking, listen respectfully and cooperate with others. It is an opportunity to learn table manners and develop motor skills. Snack and meal time can help to bolster children's self esteem as they are participating in grown up activities and making grown up choices.

Adults: Sit at the table. Eat snack or your meal, modeling appropriate verbal and motor skills. When supervising snack or meal time, encourage children to eat when they are hungry and stop when they are full. Never force children to eat a particular food or finish everything on their plate. Facilitate discussions and encourage participation by using children's names. Talk about shared experiences. Encourage "no thank you" and "please pass" when children are asking for items. Expect spills and support children in cleaning up!

Outside Experiences

Children: Children need to have direct first hand experience with real things...especially outdoors. Experience with planting a garden or a flower, putting your feet in cold, wet sand, catching a pill bug, climbing a tree, watching clouds, running through the sprinklers, collecting rocks, sticks, acorns and other treasures or simply LOOKING at the world around them is a terrific learning experience. Children learn to value and appreciate nature if they learn to love it. Outside, children build their image of themselves as unique and capable. Emphasis is on building social skills, negotiation, teamwork and free play.

Adults: When supervising outside, be especially alert to the children's safety. Sometimes, you may need to have a discussion with a child on the use of outside materials or tools. Assist the children in physical endeavors, but **never** place a child in a spot on a structure or on any equipment they cannot climb to by themselves.

Adults should ensure that the playground is well supervised and limit adult conversations. Support children in their play, but do not intrude. Help them problem-solve with friends and take turns when necessary. Provide the materials necessary for sand play and water play. If children play monster or imaginary games and invite you to partake, remember you are an adult and your involvement may make the game different than intended. Chasing games become more hazardous with adult involvement and are not appropriate. Encourage play, do not become it.

Creativity Killers

March 25, 2010

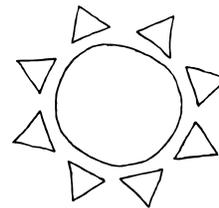
In [The Creative Spirit](#) (Plume, 1993), a book based on a PBS series on creativity, authors Daniel Goleman, Paul Kaufman, and Michael Ray point out these common ways adults discourage creativity in children:

1. **Surveillance** — Hovering over kids, making them feel that they're constantly being watched while they are working ...under constant observation, the risk-taking, creative urge goes underground and hides.
2. **Evaluation** — When we constantly make kids worry about how they are doing ...children ignore satisfaction in their accomplishments.
3. **Rewards** — The excessive use of prizes ... deprives a child of the intrinsic pleasure of creative activity.
4. **Competition** — Putting kids in a win-lose situation, where only one person can come out on top ... negates the process [that] children progress at their own rates.
5. **Over-control** — Constantly telling kid how to do things ... leaves children feeling like their originality is a mistake and any exploration a waste of time.
6. **Restricting choice** — Telling children which activities they should engage in instead of letting them follow where their curiosity and passion lead ... again restricts active exploration and experimentation that might lead to creative discovery and production.
7. **Pressure** — Establishing grandiose expectations for a child's performance... often ends up instilling aversion for a subject or activity ... Unreasonably high expectations often pressure children to perform and conform within strictly prescribed guidelines, and, again, deter experimentation, exploration, and innovation. Grandiose expectations are often beyond children's developmental capabilities.

When you...

Draw it for me
Cut it for me
Put it together for me

All I learn is that you do it better than me...



HEALTH AND SAFETY

At CCSC, health and safety are **always** the highest priorities. The following is a list of some of the most important health and safety concerns.

Please remember to:

- Wash your hands upon entering the classroom, after every diaper change, nose wipe, and before preparing or serving food.
- Disinfect all dishes, food prep and eating areas after meals with bleach solution.
- Cover and refrigerate food immediately after use. Portioned or served food should be thrown out- licensing does not allow saving food that was within children's reach
- Disinfect changing areas after each use with bleach solution.
- Be sure to disinfect toys weekly and for some classrooms, daily. Toys that have been "mouthed" must be disinfected after each use.
- Be sure to use proper lifting technique---bend at the knees, not at the back.

For everyone's safety:

- Children should always be supervised by a qualified-teacher. If you need to leave your area of supervision, it is essential to ask someone to observe your area for you. Parents may only be left alone with their own child.
- When transitioning from indoors to outdoors or vice-versa, insure that all children have joined you and are not left alone.
- Water activities need to be supervised at all times.
- If you notice something out of the ordinary or any safety concerns, please let a teacher know. Teachers should inform the administration if repairs need to be made to insure a safe environment.
- Be sure that children use equipment safely.
- Food allergies are posted near meal and snack areas. Please review before serving food or beverages to children.
- Make sure that children do not ingest any foreign objects including potentially poisonous plants and mushrooms.
- Group projects should be adequately supervised based on the size of group and the activity that children are engaging in. If using equipment that children are not familiar with, more adults should support the work.
- Do not lift a child above your shoulders or play "chasing" games.
- Store all adult purses and/or backpacks and personal items off floor.
- Walkways should be kept clear to prevent slipping or tripping.
- Place all chemicals and other toxins in designated cabinets.
- Keep adult scissors and knives out of children's reach.
- Make sure that all electrical outlets are covered and no cords are within children's reach.

**Children's Center
of the Stanford Community**

*Programmatic Guidelines
for Working with Children
Acknowledgment Form*

I have received and read the Programmatic Guidelines for Working with Children at the Children's Center of the Stanford Community.

I intend to use these materials to guide my work with children during my time on floor at the Children's Center of the Stanford Community.

Signature

Date

Signature

Date