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# Learning Guide 1.3 Interaction-

# Gathering Information

## **Objectives**

* Identify nonverbal and verbal cues and interests of infants, toddlers, and preschoolers.
* Practice using observation to identify and interpret a child’s nonverbal and verbal signals and interests, abilities, and emotions.

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| **Related Content:** [Module 1, Lesson 2 Gathering Information](https://rpm.fpg.unc.edu/module-1-interaction/lesson-2-gathering-information)  **Instructional Method:** Discovery; Structured Exercise  **Level:** Intermediate  **Estimated Time Needed:** 10 min. instructor preparation; 20 min. learner activity |

## **Description**

In this activity learners will examine photographs of young children engaged in activity to identify cues and interpret these signals to determine interest, abilities, and emotions.

## **Materials/Resources**

* Photographs of young children (infants, toddlers, and preschoolers) engaged in activity. [Some attached, more can be found with a Google Images search. Keywords: infant playing, toddler playing, preschooler playing, child playing, etc.]
* Learning Guide 1.3 Activity Handout

## **Facilitator Instructions**

1. Have learners break into pairs.
2. Give each pair of learners a photograph of a child engaged in activity. Ask the learners to discuss the following questions (found on handout):
   * What do you observe the child doing? Be descriptive and objective!
   * What nonverbal (or verbal if using video) cues are occurring?
   * How do you interpret these cues to determine the child’s interests, abilities, and/or emotions?
3. Have each pair share their photograph and their observed cues and interpretations of those cues to determine the child’s interests, abilities, and emotions.
4. Provide feedback as needed.

## **Suggested Assessment**

**Performance Indicator:** Learners will be able to **observe** and **interpret** children’s interests, abilities, and emotions.

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| If the learner… | Then provide feedback… |
| makes an incorrect or erroneous observation statement | that helps the learner attend to the child’s gaze, gesture, hand/body position, facial expression, etc. |
| interprets the child’s interest, ability, or emotion inappropriately | that helps the learner connect verbal and nonverbal cues to more appropriate interpretations.\* \*\*  \*Interpretations are just guesses so there can be multiple interpretations for an observed cue.  \*\*Also, note that interpretations of behavior are highly contextualized based on the observer’s background and experience. Take this into consideration when evaluating learner’s interpretations. |

## **Distance Learning Tips**

* Learners can work individually.
* Have learners search the Internet for their own photos and videos to use for the activity. Then have the learners upload these photos and/or videos to the online learning platform for the share portion of the lesson.
* Provide individual feedback in a timely manner.

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| A  little girl playing on playground set | B  toddler boy smiling and reaching up whil he is sitting in a baby pool |
| C  baby boy being held by mother and playing with wind chimes | D  little girl helping take laundry out of the dryer while mother watches |

## **Learning Guide 1.3 Activity Handout**

**Name(s):**

**Date:**

**Directions:**   
Carefully examine the target child in the photograph (or video) and answer the following questions.

1. What do you observe the child doing? Be descriptive and objective!

1. What nonverbal (or verbal if using video) cues are occurring?
2. How do you interpret these cues to determine the child’s interests, abilities, and/or emotions?