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# Learning Guide 3.10 Transition- Setting the Stage:

# Wrap-Up

## **Objectives**

* Identify the challenges practitioners face when adapting the physical, social, and temporal environment to support children’s learning and development across domains.
* Develop solutions for practitioners in adapting environments for children with disabilities and their families.

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| **Related Content:** [Module 3, Setting the Stage](https://rpm.fpg.unc.edu/setting-stage-environment)**Instructional Method:** Problem Solving Session**Level:** Intermediate**Estimated Time Needed:** 10-15 minutes**Learner Form:** None |

## **Description**

In this activity, learners will revisit their “talking drawings” [from Learning Guide 3.1 Environment – Setting the Stage: Pre-Module](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/files/resources/LearningGuide-3-1-Environment-SettingTheStage-PreModule.docx) to reflect on effective environmental adaptations to support children’s learning and development.

## **Materials/Resources**

* Colored pencils, markers, or crayons
* “Talking Drawings”\* produced in Learning Guide 3.1: Environment – Setting the Stage: Pre-Module
* Blank paper

## **Facilitator Instructions**

1. Revisit the dilemma by viewing Module 3: Environment “Setting the Stage.” [LINK]
2. Hand learners their “talking drawings” [from Learning Guide 3:.1 Environment – Setting the Stage: Pre-Module](https://rpm.fpg.unc.edu/sites/rpm.fpg.unc.edu/files/files/resources/LearningGuide-3-1-Environment-SettingTheStage-PreModule.docx) and ask them to either add more detail to the drawing or make changes – learners can use a new blank paper if desired.
* NOTE: If a learner does not have an existing talking drawing then they can create a new talking drawing.
1. Have learners share what changes they made based on new learning from Module 3 Environment content.

**\***Talking Drawings involves translating the mental images that we develop into simple drawings. The drawings then become the basis for exploring our understanding and a bridge for assisting and enhancing learning.

## **Suggested Assessment**

**Performance Indicator:** Learner can describe how to use DEC Recommended Practices for Environment when faced with practice dilemmas related to the physical, temporal, or social environment.

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| **If the learner…** | **Then provide feedback…** |
| Does not identify challenges in adapting the environment. | Ask the learner to revisit M3L2 and reflect on the complex nature of the physical, social, and temporal environments. |
| Does not develop appropriate solutions to environmental dilemmas of practice. | Have the learner revisit video examples from M3L3 to observe practitioners and families making changes to the environment to support child development and learning. |

## **Distance Learning Tips**

* Learners can complete their “talking drawings” and upload videos of themselves explaining their “talking drawings.”