

# Engaging Infants and Toddlers at Outside Time

*The What, Why, and How*

# Syllabus

## *Engaging Infants and Toddlers at Outside Time*



# HighScope Racial Equity, Diversity, and Inclusion (REDI) Professional Learning Statement

Advancing racial equity has been at the core of HighScope's vision since its beginnings with the landmark Perry Preschool Study. Building on our history and ongoing work in the field of early childhood education, HighScope has made racial equity, diversity, and inclusion central to all professional development programs. In all aspects of our work, we advocate for equity through awareness and personal reflection as we encourage educators to celebrate, respect, and incorporate diversity in their programs. We intentionally seek to eradicate racism and other inequities that oppress the potential of children, families, and adults from marginalized and underrepresented groups. Through consultation, training, mentoring, and coaching, HighScope's professional learning courses are designed to respond to participants' individual strengths and focus on practical application and implementation in real-world settings.

Participants are expected to reflect on how they can mitigate biases and inequitable practices, as well as

engage with other participants and HighScope trainer(s) on what they are learning and how the content of the course can be used to support the work they do with children and families in their respective early childhood programs and communities. HighScope has established a protocol to ensure that (1) all training content supports participants' knowledge base and practical application and implementation efforts; (2) all training is implemented at the highest level and as intended; and (3) all training and resource materials incorporate REDI practices and address issues of privilege and cultural sensitivity, as well as the importance of humility in our relationships with families and young children.

As we grow more aware of REDI concepts in our lives and practices, we must understand that equity and inclusion require a continual process of growth. It is important to remember that everyone has their own learning curve, and so as we strive for a more equitable and inclusive world for our children, there will be a need for both hope and grace.

# International Accreditors for Continuing Education and Training

HighScope is proud to be an IACET Accredited Provider. IACET accreditation reflects the high bar of quality HighScope sets in providing professional learning and allows us to offer Continuing Education Units (CEUs) to learners.

## Overall Learning Objectives:

- Apply the five active learning at outside time
- Identify materials and equipment to support infants and toddlers during outside time
- Identify and describe supportive adult-child interactions during outside time?

## Requirements to complete course and receive IACET CEUs\*

- Complete all assignments within the course timeframe.
- Pass each Check My Understandings with an 80% or higher.
- Have a total overall score for the course of an 80% or higher.

\*1 CEU = 10 Clock hours

# Welcome to Engaging Infants and Toddlers at Outside Time

This course is five weeks long, including the registration week, which is the first week of the course. Each week runs from Monday to the following Monday. All assignments and activities have been ordered to help you get the most out of the course. You will not be able to advance to the next assignment without completing each assignment in order. You must complete all the assignments on time to receive credit for the course. We recommend that you log on early in the week to get your assignments so you can plan for your work. For the discussion post assignments, all initial posts are **due by Thursday and replies are due by midnight (EST) the following Monday**.

This course uses a variety of weekly online activities and is estimated to take three hours per week including the “Try It Out” in the classroom activities:

- **Learning Unit** — This is the content for the week. We recommend that you print the learning unit so you can easily refer back to the content. This will take approximately 30 minutes per week.
- **Reading Assignments** — These are the reading assignments for the week. We recommend that you print these out as well so that you can refer back to them even when the course is over. These assignments will take approximately 30 minutes per week.

## Welcome to Engaging Infants and Toddlers at Outside Time *(continued)*

- **Check My Understanding** — This interactive assessment asks you to decide the best response to a variety of scenarios. This will take approximately 30 minutes per week.
- **Discussions** — These are assignments in which you will practice and apply information covered in the learning unit and readings. You will be asked to answer questions or to reflect on the things you have learned. You will respond to discussion posts and get feedback from your peers. This will take approximately 45–60 minutes per week.



## Welcome to Engaging Infants and Toddlers at Outside Time *(continued)*

- **Try It Out** — These are assignments in which you will try out strategies or ideas in the classroom. You will be asked to share what happened in your classroom via discussion posts, get feedback from your peers, and/or complete an individual assignment (i.e., planning form) to upload into Dropbox. These assignments help you gain new insights, see things from another perspective, and construct a deeper understanding of the topic. This will take approximately 1–1.5 hours per week.

Each week your facilitator will be responding to discussion posts and giving feedback on your assignments and your peers will also be responding to your discussion posts. Please take the time to read through all responses and remember to go back and review responses that may be posted later to ensure you are benefiting from feedback to increase your learning and put new learned information into practice.

If you have any questions, please do not hesitate to message your facilitator within the HighScope Learning Hub (HSLH).

# Registration Week

## Update Your Profile

Update your HighScope Learning Hub profile (e.g., update information and settings; add a profile picture).

## Reading Assignments

- Review syllabus

## Check My Understanding

There is no CMU quiz during registration week.

## Discussion

Introduce yourself to the others in this class. You might say something about where you work, the children you work with, and what you hope to get out of this class. Please also feel free to share a little bit about yourself personally!

Read your classmates' introductions. Reply to each other to "connect." This is how we get to know each other!

This is not a graded assignment.

**Total points possible for Registration Week = 0.**

# Week 1: Introduction to Outside Time

## Objectives

- Define outside time for infants and toddlers.
- Recognize the importance of outside time for infants and toddlers.
- Incorporate active learning at outside time.

## Learning Unit

Review this week's learning unit on introduction to outside time. Topics will include:

- What is outside time?
- Why is outside time important?
- Active learning at outside time.

## Video Clips

After reviewing this week's learning unit, you will watch two video clips:

- Overview of Outside Time for Infants and Toddlers.
- Active Learning for Infants and Toddlers.

## Reading Assignments

- Understanding Outside Time.
- Active Learning: How Infants and Toddlers Learn.

## Week 1: Introduction to Outside Time (continued)

### Check My Understanding

Active Learning or Not Active Learning

Read each statement and determine if the outside time experience is active learning or not active learning. You can refer back to the five ingredients of active learning as outlined and described in this week's learning unit, video, and readings for this assignment.

This assignment is **worth 10 points (1 point per question)**. This is **due by Thursday at midnight (EST)**.



## Week 1: Introduction to Outside Time (continued)

### Video for Discussion

For this week's discussion you will watch a video clip of outside time. As you observe, take notes of specific examples of each of the five ingredients of active learning. After reviewing the video, follow the additional directions below to complete the discussion assignment.

### Discussion

Active Learning and Outside Time for Infants and Toddlers

1. Watch the video clip of outside time and take notes of specific examples you see for all five ingredients of active learning (materials, manipulation, choice, child thought and language, and adult scaffolding).
2. In your initial post, share the specific example(s) of each ingredient of active learning you observed within the video clip.  
  
Initial post is **worth 10 points**. This is **due by Thursday at Midnight (EST)**.
3. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like: "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.  
  
Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at Midnight (EST)**.  
  
There are **20 total possible points** for this assignment (**10 points for initial post and 10 points for replies**).

## Week 1: Introduction to Outside Time (continued)

### Try It Out

Observing Active Learning During Outside Time

1. Observe your infants and/or toddlers during outside time.
2. Collect two anecdotes of what you observed the child(ren) doing and/or communicating. For example, *While laying on a blanket during outside time, Kali cooed as she watched the streamers, tied to the fence, blow in the wind. The caregiver responded, “You’re watching the streamers blow in the wind.”*
3. In **two separate posts**, share each of the anecdotes you observed.



## Week 1: Introduction to Outside Time (continued)

Initial post is **worth 20 points (10 points for observing and collecting the anecdotes and 5 points for each of the initial posts)**. This is **due by Thursday at Midnight (EST)**.

4. Respond to two of your peers' posts by identifying the ingredient(s) of active learning. Reply to these posts with the ingredient(s) of active learning children are experiencing in that anecdotal note, including supportive evidence. For example, using the anecdote for Kali above, possible responses could be, "Materials: blanket, her body, streamers; Manipulation: freely able to move her body by being on a blanket; Choice: choosing what to look at in the environment; Child Thought and Language: Kali cooed and was focused on observing the streamers; Adult Scaffolding: the adult makes a specific comment based on what Kali is doing."

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at Midnight (EST)**.

**Total possible points for this assignment are 30 points (20 points for initial post and 10 points for replies).**

**Total points possible for Week 1 = 60.**

# Week 2: Creating an Outdoor Play Yard for Infants and Toddlers

## Objectives

- Discuss location of outdoor spaces.
- Identify materials and equipment to support infants and toddlers during outside time.
- Use the Infant Toddler Program Quality Assessment (IT PQA) as a guide for assessing and organizing your outdoor play space.

## Learning Unit

Review this week's learning unit on creating an outdoor play yard for infants and toddlers. Topics will include:

- The location of outdoor spaces for infants and toddlers.
- Equipment and materials for infants.
- Equipment and materials for toddlers.
- Use of loose parts.
- Storage of materials.
- IT PQA items for outside time.

## Reading Assignments

- Outdoor Play Yards for Infants and Toddlers
- Open Ended Materials Belong Outside Too
- Checklists
  - Materials That Appeal to Children's Senses
  - Materials and Equipment That Support Movement
  - What Caregivers Need in the Outdoor Play Yard for Infants and Toddlers

## Week 2: Creating an Outdoor Play Yard for Infants and Toddlers (continued)

### Check My Understanding

#### Creating Outdoor Spaces for Infants and Toddlers

Read each question and determine the appropriate answer as it relates to creating outdoor spaces for infants and toddlers.

This assignment is **worth 10 points (1 point per question)**. This is **due by Thursday at midnight (EST)**.

### Discussion

#### Supporting Family Culture During Outside Time

1. Gather information from families about their views on outside time and what they like to do outside with their child/children.
2. Based on this information, what materials, equipment, and/or spaces could be added or created to support families' cultures while still providing appropriate experiences for infants and toddlers in your outdoor environment? For example, a family shares that they enjoy going camping, so you add a small three-sided tent to the outdoor space.
3. In your initial post, share the information gathered from families as well as the materials, equipment, and/or spaces you plan on adding to your outdoor space.
4. In a separate post, share how you support families who having misgivings about their child being outside, especially during colder seasons, and how you would support children who don't come dressed for outside time.

## Week 2: Creating an Outdoor Play Yard for Infants and Toddlers (continued)

Initial post is **worth 10 points (5 points for each post)**. This is **due by Thursday at Midnight (EST)**.

5. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like: "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (10 total points)**. This is **due by the following Monday at Midnight (EST)**.

There are **20 total possible points for this assignment (10 points for initial posts and 10 points for replies)**.



## Week 2: Creating an Outdoor Play Yard for Infants and Toddlers (continued)

### Try It Out

IT PQA Items I-F and II-H

1. Using the provided selections from the Infant-Toddler PQA document, score each row of the IT PQA for items I-F and II-H based on your current outdoor space. To score each row, read the indicator and select the level (i.e., 1, 3, or 5) that best represents your current level for that row.
2. Reflect on your results and create one goal you would like to work on for outside time.
3. Create a plan for the goal and implement the plan.

4. In your initial post, share your goal. Also, share how you have begun implementing your plan to achieve your goal.

Initial posts are **worth 35 points (10 points for scoring the IT PQA, 10 points for reflecting and creating a plan, 5 points for implementing the plan, and 10 points for the initial post)**. This is **due by Thursday at Midnight (EST)**.

5. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like: "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

## Week 2: Creating an Outdoor Play Yard for Infants and Toddlers (continued)

Each reply is **worth 5 points (10 total points)**.  
This is **due by the following Monday at Midnight (EST)**.

There are **45 total possible points for this assignment (35 points for initial post and 10 points for replies)**.

**Total points possible for Week 2 = 75.**



# Week 3: Adult Support During Outside Time

## Objectives

- Recognize the role of the adult during outside time.
- Identify and describe supportive adult-child interactions during outside time.
- Practice supportive interactions during outside time.

## Learning Unit

Review this week's learning unit on adult support during outside time. Topics will include:

- Providing loose materials for children's comfort and play.
- Providing a variety of experiences for nonmobile infants.

- Using the same general support strategies used at choice time.
- Observing nature with children.
- Bringing outside time to a gentle close.

## Video Clips

After reviewing this week's learning unit, you will watch video clips and focus on the interactions and support given by the caregivers. Take notes on specific examples of the strategies discussed in this week's learning unit used by the caregivers.

## Week 3: Adult Support During Outside Time *(continued)*

### Reading Assignments

- How Adults Support Children at Outside Time
- Choice Time Strategies

### Check My Understanding

Caregiver Support Strategies at Outside Time

Read each statement and choose which caregiver strategy the statement is describing. Use this week's reading assignments as a reference.

This assignment is **worth 10 points (1 point per question)**. This is **due by Thursday at midnight (EST)**.



## Week 3: Adult Support During Outside Time (continued)

### Discussion

#### Observing Nature with Children

1. In your initial post, focus on the observing nature with children strategy and share what this looks like for both nonmobile infants and mobile infants and toddlers.
2. Also in your initial post, reflect on your personal observations of nature. Do you find it easy to observe nature with children or do you find it more challenging? Why?

Initial post is **worth 10 points**. This is **due by Thursday at Midnight (EST)**.

3. Respond to two of your peer's posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like: "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (10 total points)**. This is **due by the following Monday at Midnight (EST)**.

There are **20 total possible points for this assignment (10 points for initial post and 10 points for replies)**.

## Week 3: Adult Support During Outside Time (continued)

### Try It Out

Using Choice Time Strategies During Outside Time

1. Choose a choice time support strategy to try during outside time.
  - Pay close attention to children as they explore and play.
  - Tailor actions and responses to follow children's leads and ideas.
  - Engage in communication give and take with children.
  - Support children's interactions with peers.
  - Use a problem-solving approach to children's social conflicts.
2. During outside time, try out the choice time strategy that you chose.
3. In your initial post, first share the choice time strategy you chose. Second, reflect on and answer the following questions:
  - How did using the strategy during outside time go?
  - How did the children respond?
  - What is your comfort level using the strategy?
  - What choice time strategy would you like to try next during outside time?

## Week 3: Adult Support During Outside Time (continued)

The initial post is **worth 25 points (15 points for implementation and 10 points for initial post)**. This is **due by Thursday at Midnight (EST)**.

4. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like: "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (10 total points)**. This is **due by the following Monday at Midnight (EST)**.

**Total possible points for this assignment are 35 points (25 points for initial post and 10 points for replies).**

**Total points possible for Week 3 = 65.**



# Week 4: Incorporating Key Developmental Indicators (KDIs) During Outside Time

## Objectives

- Identify learning during outside time for infants and toddlers.
- Plan for all the KDIs during outside time.

## Learning Unit

Review this week's learning unit on incorporating Key Developmental Indicators (KDIs) during outside time. Topics will include:

- Review of the Key Developmental Indicators (KDIs).
- How KDIs can be incorporated during outside time.
- Intentionally using materials to create KDI experiences.

## Video

After reviewing this week's learning unit, you will watch an Infant and Toddler KDI overview video clip. Observe for intentional ways that children are exposed to KDI(s) within the clip.

## Reading Assignments

- Key Developmental Indicators (KDIs): What Infants and Toddlers Learn.
- Infant and Toddler KDI List.
- Learning About Nature.

## Week 4: Incorporating Key Developmental Indicators (KDIs) During Outside Time (continued)

### Check My Understanding

#### Key Developmental Indicators During Outside Time

This week's check my understanding will have two different types of questions. For some questions, you will read the scenario and identify the corresponding KDI(s). You can refer to the Infant and Toddler KDI list as a reference. For other questions, you will be given a KDI(s) and will choose the intentional way the teacher planned for that KDI(s).

This assignment is **worth 10 points (1 point per question)**. This is **due by Thursday at midnight (EST)**.

### Video for Discussion

For this week's discussion you will first watch video clips of outside time. As you observe, take notes of



specific examples of Key Developmental Indicators being experienced. After reviewing the videos follow the additional directions to complete the discussion assignment.

## Week 4: Incorporating Key Developmental Indicators (KDIs) During Outside Time (continued)

### Discussion

#### Observing KDIs During Outside Time

1. Watch outside time video clips
2. In your initial post, reflect on your observations from the video clips using the following questions:
  - What specific examples of KDI(s) did you observe?
  - How did teachers support children in experiencing KDIs?
  - What materials did the teacher provide to support KDIs?

Initial post is **worth 10 points**. This is **due by Thursday at Midnight (EST)**.

3. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like: "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is worth **5 points (10 total points)**.

This is **due by the following Monday at Midnight (EST)**.

**Total possible points for this assignment are 20 points (10 points for initial post and 10 points for replies).**

## Week 4: Incorporating Key Developmental Indicators (KDIs) During Outside Time (continued)

### Try It Out

Intentionally Planning for KDI(s) During Outside Times

1. First identify a KDI you find challenging to incorporate during outside time.
2. Next, make a plan to offer children an experience with the identified KDI.
  - What materials will you need?
  - What strategies will you use?
  - What intentional KDI vocabulary can you use when interacting with children?
3. After you make a plan, try out your plan during outside time.



## Week 4: Incorporating Key Developmental Indicators (KDIs) During Outside Time (continued)

4. In your initial post, reflect on these questions:
- What KDI did you choose and what was your plan?
  - How did it go?
  - How did children respond?
  - What strategies did you use?
  - What intentional KDI vocabulary did you use?

Initial post is **worth 25 points (15 points for implementation and 10 points for initial post)**. This is **due by Thursday at Midnight (EST)**.

5. Respond to two of your peers' posts. In your response, supply additional strategies the teacher could use to support older toddlers in planning and recall. Replies like: "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (10 total points)**. This is **due by the following Monday at Midnight (EST)**.

There are **35 total possible points for this assignment (25 points for initial post and 10 points for replies)**.

**Total points possible for Week 4 = 65.**

**Total points possible for the course = 265.**

**Points needed to pass the course = 212 (80% of total possible points).**

# Evaluation

## Course Survey

Please share feedback about your experiences on this course.

## Print Your Certificate

Once you have met all the course requirements, you will be able to print your certificate. To pass and receive a certificate you need to meet all of the following: complete weekly assignments, earn at least an 80% on each Check My Understanding quiz, and achieve a total overall score for the course of least 80%.

Click on the “Grades” tab along the top of the HighScope Learning Hub dashboard, and then click on “My Certificates” in the left-hand sidebar.

Please print as many copies of your certificate as you need (e.g., one for your records, one for your employer).

Your certificate for this course will reflect that you have received 1.6 IACET CEU, which is equivalent to 16 clock hours.

# References

- Neill, P. (2019). Open-ended materials belong outside too! *The Active Learner*.
- Post, J., Hohmann, M., & Epstein, A.(2011). *Tender care and early learning: Supporting infants and toddlers in child care settings* (2nd Ed). Ypsilanti, MI: HighScope Press.