

Daily Routine Overview

The Plan-Do-Review[®] Process

Week 2 Learning Unit

The Plan-Do-Review® Process



Week 2 Learning Unit Topics

This week you will explore:

- The basics of planning time, work time, and recall time.
- Activities to engage children in planning and recall time.
- Skills developed as children engage in plan-do-review, including executive function skills.
- Strategies to support and scaffold learning at various developmental levels during planning time, work time, and recall time.



The Plan-Do-Review[®] Process

Plan-Do-Review Is a HighScope Trademark;

Is **unique** to HighScope and is the **cornerstone** of the preschool daily routine;

Engages children in active participatory learning;

Fosters the development of executive functions in young children (working memory, cognitive flexibility, and inhibitory control);

Consists of a sequence of events in the HighScope preschool daily routine during which children make choices about what they will do, carry out those intentions, and reflect on their experiences with adults and peers;

Is an intrinsically motivating and child-centered time of day during which children build confidence in their own abilities to become initiative-takers, problem-solvers, and decision makers;

Incorporates three distinct components of the preschool daily routine which **MUST** occur in the same sequence: planning time, work time, and recall time.

Planning Time Basics



Consider a Vacation Getaway

Imagine you are planning a vacation getaway.

If you choose a new destination, what information do you need to know before you leave?

If you have visited your destination before, are all aspects of your planning the same? Or are some different?

What steps would you need to take in order to successfully plan your vacation?

Do some of those steps need to occur in a specific order? Why would that be important?



Planning for Young Children

Likely, your vacation will be more successful when you have packed your suitcase with appropriate travel gear, created a general itinerary, and found directions to your location.

Similarly, when young children play they are more likely to have a successful and engaging experience when they enter their play with intentional ideas and purpose.

The planning time experience provides young children a framework through which their play can grow, build, and expand as they engage with materials, people, and ideas in the various interest areas available in a HighScope classroom.



Why Planning Time Is Important

Gives children an opportunity to express their thoughts and make choices and decisions;

Helps children to think into the future and anticipate any problems that may arise;

Promotes a sense of autonomy and a sense of control;

Promotes initiative and self-confidence;

Develops language, mathematical, and scientific thinking skills;

Leads to involvement and concentration of play;

Supports development of increasingly complex play;

Supports the development of executive function skills, including working memory, as children construct mental images and ideas about play that has not yet happened.



How might you share how to plan with children at home with their families?

Planning Time: A Summary

Planning time is an opportunity for children to express their ideas and interests by specifically stating the activities or experiences they wish to engage in during work time.

Planning time is a 10–15-minute component of the HighScope preschool daily routine.

Planning time occurs with the same adult and small group of children each day.

Planning time takes place where people, interest areas, and children are visible.

Planning times should occur in a consistent location each day: if a specific planning activity requires additional room or space for movement, the small group meets at the consistent location and then moves together as a group to the day's planning location.

Adults introduce props and implement a variety of activities to engage children in the planning process.

After each child plans, they immediately leave the group to begin their plan.

Meeting Developmental Needs During Planning Time

Young or early developing planners benefit from simple, concrete planning activities through which children are in direct contact with the places, materials, or people involved in their play plan (e.g., children make a train, move to each area, and then choose the area they want to stay in; child goes to get one material they want to play with and tells the group their plan).

Older or experienced planners benefit from abstract activities that challenge their thinking and include elements of representation and the ability to access mental images of the materials available in each interest area from their working memory (e.g., child places a clothespin on the area card they want to play in; child draws a picture of what they want to do at work time).



Adult Engagement During Planning Time

Adults support and scaffold children's planning through give and take conversations to answer the following questions:

- Where?
 - In what interest area or space in the classroom will the child play?
- What?
 - Are there specific materials the child will use to carry out their intentions?
- Who?
 - Does this child desire that other children or adults engage in their play with them?
- How?
 - Has the child considered a specific theme, role, or schema for their play?
 - Has the child anticipated any problems that might arise?



As you interact and plan with children, how are you supporting all children's choices and decisions for the plans they make daily?

Work Time Basics



Consider Your Vacation Getaway

What motivated you to plan that specific vacation getaway?

Is this a vacation you have been on before? Or did you plan this vacation getaway based on other experiences with similar amenities or excursions?

Are there any excursions or specific activities you planned to engage in on your getaway? If so, why did you choose those experiences over others that might also be available?

What might you do if an excursion is cancelled or your itinerary changes due to weather or other circumstances beyond your control?



What if your travel partner is suddenly unable to travel? Or, once you arrive at your destination, you realize a good friend is also vacationing there at the same time?

What if the day before you depart another option becomes available that is more appealing than your initial plan?

Work Time for Young Children

It is likely your initial vacation getaway plans were intrinsically motivating. Whether you have been on this exact vacation before or not, it is likely you chose experiences that were similar to those you have enjoyed in the past. As you were presented with circumstances both within and outside of your control, personal motivation, desire, and interest continued to be contributing factors to the adjustments you made to your travel plans.

Similarly, when young children engage in work time, they often choose experiences that are intrinsically motivating. Sometimes this means that they repeat play scenarios over and over again. Or their plans may change, shift, or grow while they play and may be individual or involve others.

Work time is a child-initiated time of day, during which children pursue activities and experiences aligned to their interests and learning.



Why Work Time Is Important

Encourages initiative and engagement as children exhibit curiosity, independence, and self-direction;

Supports learning in all areas of curriculum content as children explore relationships between materials, actions, ideas, and people;

Provides a safe environment in which children can take reasonable risks and build on their working memory as they explore, investigate, gather information, ask questions, and explain their ideas;

Develops the executive functioning skills of self-control and mental flexibility as children solve a variety of problems that arise in their play;

Provides a foundation for autonomy and agency as children make choices and have influence over their own decisions;

Supports sustained concentration and engagement with intrinsically motivating experiences;

Enables adults to observe, learn from, and support children's play.

Self-talk is the internal speech which helps children regulate their responses and is a predictor of executive function. Self-talk is highest during pretend play, which occurs the most during work time. How are you supporting children's self-talk during work time?

Work Time: A Summary

Work time is a child-initiated time of day during which children carry out their plans and intentions.

- Children may pursue new ideas or adjust their plans when it makes sense for them to do so within their play.
- Children play with purpose and concentration.

Work time immediately follows planning time.

Work time is at least 45 minutes in length, allowing children ample time to fully engage in and develop their plans.

Work time provides an opportunity for children to interact with others in a social setting. Children determine with whom and when those interactions will occur.

During work time, children are free to move throughout all areas of the classroom and all materials are open and available.

During work time, children engage in different types of play (exploratory, constructive, pretend, and games with rules).

Work time is immediately followed by cleanup time and recall time.

Work time is driven by child interest and desire and free of preset or required activities. There are no required limits of children in areas.

Adult Engagement During Work Time

Adults support and scaffold children's learning through:

- Maintaining a consistent focus on children.
- Interacting with children and engaging in give-and-take conversations about play.
- Supporting children at their current developmental level and extending their thinking to the next level.
- Partnering in play with children, following their lead, taking on the roles they assign to you, and modeling self-talk.
- Encouraging children's problem solving with materials and social problem-solving skills.
- Taking anecdotal notes, photos, videos, or work samples to support and assess children's current level of development.



How are you focusing on and supporting all children's individual learning during work time?

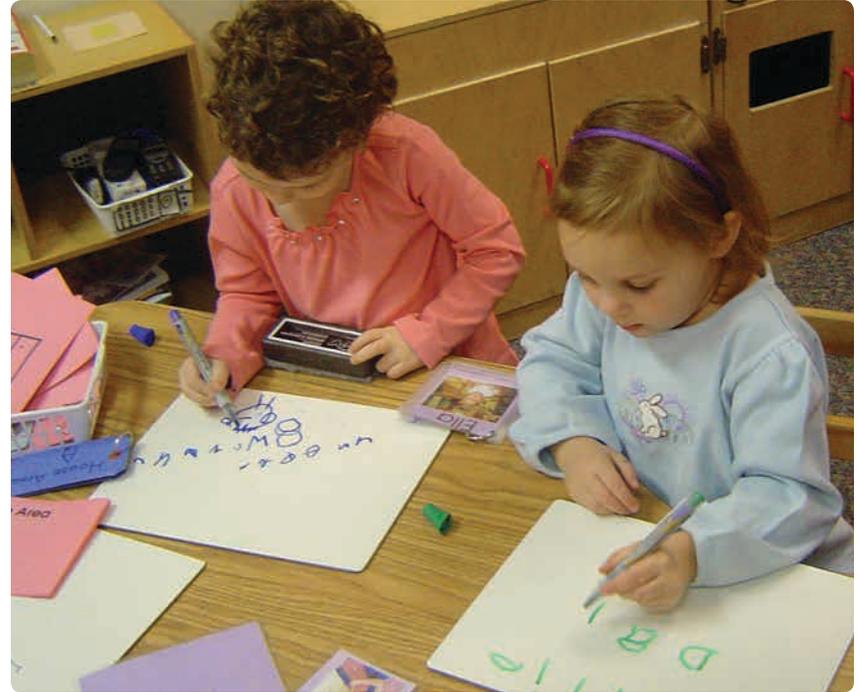
Supporting Children at Various Developmental Levels During Work Time

In order to best support children of various developmental levels during work time, as teachers engage with children they keep the full classroom in their peripheral vision to determine which children:

- Might need additional comfort, contact, or support in solving problems and social conflicts.
- Have abandoned their plans and need help engaging in a new play plan.
- Need support maintaining engagement in activities and experiences.
- May benefit from assistance in navigating social interactions with peers.



Recall Basics



Consider Your Vacation Getaway

Thinking back to the vacation you planned earlier and experienced, what are three events, experiences, or memories you have from your getaway?

How will you share these events, experiences or memories with others?

If you had an opportunity to experience the same getaway, would you travel there again? Why or why not?

What components of your trip would you keep the same?

What components of your trip would you change?



Recall Time for Young Children

Because the event was special to you, it is likely that you were able to recall at least three memories from your getaway. Whether you forgot your sun-screen on a beach vacation, enjoyed your experience with a specific airline, or finally realized your love of historic places, it is likely you will apply the information learned from your travels to future experiences.

As adults, in both formal and informal ways, we gather, review, and analyze information in order to apply our new knowledge to future situations. Much of this analysis is completed in unobservable ways, as we use internal self-talk to consider various perspectives, as well as observable ways through photos, souvenirs, or other items gathered on your trip.

Young children are still building the executive functioning skills needed to access their working memory, consider different perspectives, adjust their ideas, and apply new thought processes to upcoming situations.

Recall time is an opportunity for young children to practice external self-talk with the support of give-and-take conversations with adults and peers. This component of the HighScope daily routine helps children gain a better understanding of the processes involved in this lifelong skill.

Why Recall Time Is Important

Memory development is a complex cognitive ability. It includes reflection, imagination, and visualization, and expands children's consciousness beyond the present.

Exercises children's capacity to form and talk about mental images.

Fosters children's language development through the retelling of events and social conversations with peers and adults directly related to their shared experiences during work time.

Children see themselves as confident decision makers and problem solvers.

As teachers ask open-ended questions related to children's experiences and focus on *what*, *when*, *where*, *why*, and *how*, they support children in



remembering details, articulating their actions, and connecting their emotions to the experience and their plan.

Recall Time: A Summary

Recall time is an opportunity for children to remember and reflect on their actions and experiences during work time, talk with others about personally meaningful experiences, and develop connections between plans, actions, and outcomes.

Recall time is a 10–15-minute segment of the preschool daily routine.

Recall time is designed to bring closure to the work time activities. This occurs immediately after cleanup time.

Recall time occurs with the same adult and small group of children each day.

Recall times should occur in a consistent location each day: if a specific recall activity requires additional room or space for movement, the small group

meets at the consistent location and then move together as a group to the day's recall location

Adults introduce props and implement a variety of activities to engage children in the recall process. These activities may be the same activity as planning time.

Recall time is designed as a social experience, through which children can share thoughts and meaningful conversation related to their activities and experiences during work time.

Recall time is the final component of the plan-do-review process and is more than simple remembering — it involves purposeful memory!

Meeting Developmental Needs During Recall Time

Young or early developing recallers benefit from simple, concrete recall activities through which children are in direct contact with the places, materials, or people involved in their work time actions (e.g., child drives a truck to get one material they played with during work time; child tells what they played with from a mystery bag of items the adult collected ahead of time from what children used at work time).

Older or experienced recallers benefit from abstract activities that challenge their thinking and include elements of representation and the ability to access mental images of their work time experience from their working memory (e.g., child drops a marble in a cup in the area in which they played; child watches a video or audio clip of them planning to connect their plan with work time).



Adults' Engagement During Recall Time

Adults support and scaffold children's recall through give-and-take conversations to answer the following questions:

- Where?
 - In what interest area or space in the classroom did the child play?
- What?
 - What specific materials did the child use to carry out their intentions?
- Who?
 - Who else engaged in play with the child?
 - Did anyone engage in the play, take on a specific role, job, or task?

How are you engaging all children in recall conversations?



- How?
 - How did the child address challenges or problems that arose during play?
 - How might the child adapt or extend their play theme on a different day?

Benefits of the Plan-Do-Review[®] Process

With experience and developmentally appropriate support and scaffolding, children at all levels of development will become:

- More confident in their decision-making skills.
- Develop more complex plans.
- Increase their engagement and the complexity of their play.
- Recall with greater clarity.
- Use recall to inform future play experiences.
- Benefit from the development of important, lifelong skills.



A peek ahead

Next week you will explore:

- The reasons for gathering together in groups.
- Basics of small- and large-group times.
- The logistics for creating and facilitating small- and large-group times.
- The role of active learning in small- and large-group time experiences.
- The format for group times.
- The importance of sharing control with young children during group time experiences.

