

Suggested Presentation Timeline: Praise



This lesson outline is designed to be a teaching tool for early learning professionals who teach this information in a wide variety of settings. Therefore, please use the outline below as a guide and modify it as necessary to meet the needs of your audience and schedule.

Minutes 0 - 10 Welcome and Introductions

- Begin your presentation or workshop by creating a comfortable environment.
- Introduce yourself to your group / audience and orient them to the environment (restrooms, important announcements).

Minutes 10 - 40 Presentation of Topic

Provide your group with an overview of the topic you will be presenting. This brings all the participants together quickly as well as to engage the group in the learning. Here are some options for how to do this:

1. Tell a story that engages the audience.

Emily is three years old. She has just finished "coloring a picture." She proudly takes it to her father to show her work. Emily's mother looks at the picture but doesn't know what it is supposed to be. The mother says, "Good job, Emily. Go back and color some more." Was this an example of praise? Why or why not?

2. Provide a definition of the topic / terms that are being discussed.

Definition of Praise: When used in the context of children, praise is a way of telling children which behaviors are most appropriate. It is based on the theory that behaviors that make us feel good will be repeated, while those that are unrewarding will not. (Sigler & Aamidor, 2005).

3. Some educators find it helpful to begin with a general question. For example:


- When you think of the word praise, what ideas come to mind?
- Recall a time when you did something well and were praised for your effort. How did you feel?



4. Provide an overview that introduces your audience to the research-based information about the topic.

Researchers have noted that there are different types of praise, and these differences can have either positive or negative effects. Generic praise does not focus on a specific action or behavior but rather refers to general comments such as “Great job!” or “Good girl!” or even “You are a good artist!” To be effective, praise needs to be specific rather than generic. Examples of specific praise include: “Nice work using your quiet hands.” Or “I appreciate the way you

cleaned your room without having to remind you.” Specific praise tells a child what he or she did well, so she learns and can do it again.

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- Review the goals of what you intend to teach, describe what tools/resources they can expect to gain by attending the event, and present the Parenting Counts Program Curriculum.

Minutes 40 - 50 Applied Learning Activity

- Most audiences are ready for a change in activity after 20-30 minutes of lecture. Consider the composition of your group and decide what type of activity best meets their needs.
- Some educators choose to have participants work in pairs to maximize comfort with the topic, others opt for a group discussion to allow a variety of opinions to be heard and validated.
- Parenting Counts offers multiple video options that can be used during this time to encourage discussion or to continue the learning experience.

Minutes 50 - 60 Closure and Evaluation

- Closure: Be sure to recap the key messages of the presentation as well as provide tools that incorporate the learning into parenting practices.
- Evaluation: Please distribute an evaluation form as part of your presentation. It is important to give participants an opportunity to comment on the presentation as well as to provide you with an assessment of their learning.

