

Infinite 8™ Institute, L3C



*Early Childhood
Curriculum 1.0*

Infinite 8™

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“The Virtues are to be learned by constantly doing what is right...it is by learning that we find out what we ought to learn, and by acting that we learn to act as we should. So then, as boys easily learn to walk by walking, to talk by talking, and to write by writing, in the same way we will learn obedience by obeying, abstinence by abstaining, truth by speaking truth, and constancy by being constant. But it is necessary that the child be helped by advice and example at the same time.”

– John Amos Comenius

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Introduction and Purpose

“The *Infinite 8™* Early Childhood Development Program is a journey to mold a young child while minimizing imperfections and guiding the child toward becoming an orderly, highly capable, and conscious being. It is an opportunity to internalize and disseminate the skill sets necessary to adapt and become resilient and competitive in the new global knowledge-based economy. It is a chance to join other like-minded professionals around America bent on planting seeds of hope and potential in the next generation; resulting in a collective harmony of people seeking to send virtuous human beings out into the world. The training will help professionals instill into the minds of the young, the habits and characteristics necessary to reach the epitome of their ability. We wish you well as you and your children embark upon a journey where there are no limits to what you can do or become.”

– Ean Garrett, J.D., Founder of Infinite 8 Institute, L3C

Levels of *Infinite 8™* Certification

There are four levels of *Infinite 8™* Certification:

- Level 1 *Certification* is designed to introduce participants to the concept of the *Infinite 8™*, who then become certified *Practitioners* of the eight-week *Infinite 8™* program.
- Level 2 *Certification* is designed to encompass more depth regarding each principle as well as including useful teaching techniques and other helpful information in order to ensure course participants have gained the proper proficiency to lead Level 1 *Infinite 8™* courses and/or facilitate *Infinite 8™* programming. Level 2 *Certification* qualifies recipients as *Infinite 8™ Intermediates*.
- Level 3 *Certification* is for individuals with Level 2 *Certification* or *Infinite 8™ Intermediates* who aspire to become Trainers of Level 2 *Certification* courses; becoming certified as *Infinite 8™ Experts*.
- Early Childhood Development Program *Certification* is designed for childcare centers, in-home daycares, and home-school learning environments; becoming *Character Coaches*.

Infinite 8™ practitioners are defined as follows:

- *Infinite 8™ Practitioner's* are persons who have completed Level 1 *Infinite 8™* Certification and have gained the proper knowledge to utilize the *Infinite 8™* in their personal and/or professional lives.
- *Infinite 8™ Intermediates* are people who have been certified and have completed the requirements of Level 2 *Intermediate Training*, and are now qualified to serve as Level 1 Course Conductors and/or facilitators of eight-week programs. Satisfactory completion of Level 2 *Intermediate Training* is needed in order to lead Level 1 *Infinite 8™* Certification courses.
- *Infinite 8™ Experts* are people who have received Level 3 *Infinite Eight* Certification and are qualified to train Facilitators in Level 2 *Infinite 8™* courses.

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- *Infinite 8™ Character Coaches* are early childhood staff, or parents/guardians of home-schooled children, who qualify to implement the *Infinite 8™* Early Childhood Development Program.

This guidebook is intended for use during the *Infinite 8™* Early Childhood Development Program Certification Training and curriculum implementation. Because *Infinite 8™* relies heavily on experiential learning, we do not consider a person properly prepared to either utilize or implement the *Infinite 8™* Early Childhood Curriculum unless they have been specifically trained to do so.

As a Character Coach, it is your responsibility to ensure that pupils as well as parents/guardians successfully internalize the *Infinite 8™* concepts. The *Infinite 8™* is a tool to create life-altering change in the mind and heart of a child, and as a result we take the responsibility of sharing it with the utmost honor and humility. The process of providing a certification of completion to a graduating pupil means you have confidence in their ability to utilize the *Infinite 8™*, at least at an introductory level. Therefore, we are heavily invested in preparing Character Coaches as thoroughly as possible. This guidebook will serve as your ongoing resource when you begin the *Infinite 8™* Early Childhood Development Certification training as well as when you continue to implement the curriculum going forward.

Requirements for *Infinite 8™* Early Childhood Development Program Certification

Completion of an *Infinite 8™* Early Childhood Development Programming course, involving at least 12 hours of in-service training, which will certify successful trainers as Character Coaches. Course participants who intend to receive certification, are expected to demonstrate their skill and proficiency with the curriculum through discussion and exercises to the discretion of the Course Conductor's. This does not necessarily mean that participants in *Infinite 8™* Early Childhood Development Training must demonstrate a perfect understanding, but they are expected to have a strong comprehension of each concept. As a Character Coach, you should have the ability to:

- Creatively describe both verbally and non-verbally an understanding of the essence of each characteristic that forms the *Infinite 8™*.
- Practice what you preach among pupils, co-workers, and parents.
- Identify human character flaws in pupils and develop them into strengths, or evolve existing strengths into areas of mastery.
- Assist pupils achieve the minimal milestones outlines in the *Infinite 8™* Early Childhood Developmental Checklist.
- Teach pupils how to work effectively and productively as individuals, and in harmony with group members, unifying all efforts toward a common goal.
- Assist parents/guardians in reinforcing the concepts at home.
- Operate a green day care, utilizing Early Childhood Environmental Education (ECEE), while also reinforcing them within the minds of the young.
- Teach each of the four Sitting Session techniques for Mindfulness Meditation.
- Teach pupils leadership skills during each student's LEID (Leading Early in Development) Week

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- Identify the various differences between the top early childhood educational systems in the world.
- Create indoor/outdoor learning opportunities to demonstrate the practicality of the concepts.

As a Character Coach, it is your responsibility to provide as much knowledge, support, and assistance in the accomplishment of the desired outcomes. It is also important to be able to make the decision not to certify a child, if they do not meet the minimum standards outlined on the Developmental Checklist, not only for the standard of excellence for the *Infinite 8™* Early Childhood Development Program, but for your own business and client reputation as well. The process of providing a certificate of completion to a graduating pupil means you have confidence in their developmental milestones, as well as their ability to utilize the *Infinite 8™* concepts, at least at an introductory level.

Preparing for Daily Classroom Setup

Classroom Resources/Supplies/Learning Areas

For your convenience a list of the supplies mentioned are listed below:

- White Board/Chalk Board/Projector
- Writing Materials
- Eating Area
- Library & Resource Center
- Project Books
- Storage Area
- Display Boards
- Art Materials
- Bathroom
- Computers & Technology
- Blocks
- Dramatic Play Area
- Kitchen
- Math Materials
- Meeting Mat/ Circle Area
- Sitting Sessions Area/ Sitting Cushions
- Toddler Area/Infant Area

Youth Motivation

Present school systems lack motivational emphasis. Primary through secondary institutions focus primarily on left brain functions such as logic, detail, facts, patterns, science and math. The right brain functions, which control feeling, risk-taking, intuition, symbols, images, philosophy and religion, are almost entirely ignored. Students are forced to repetitiously internalize facts and patterns of information, and then simply regurgitate them with the utmost accuracy. The young who question what

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they are internalizing or divert from the norm are disciplined and scrutinized. The children who blindly accept what they are learning as universal truth and accurately regurgitate it are rewarded, receive the highest marks, and go on to become the leaders in every aspect of American society. This fresh approach to youth motivation focuses on providing the youth with sound and proven principles that they will be able to utilize while pursuing their hearts endeavors.

Four Essentials of Teaching Youth Motivation

- 1) The first essential of good teaching is that the teacher must know the subject. This means that the teacher must continue to learn it. In order to maximize the learning process for the students, the teacher must continually update him or herself with fresh insight and perspectives regarding the various principles.
- 2) The second essential is that he must like it. The two are connected, for it is almost impossible to go on learning anything time after time without feeling a spontaneous interest for it.
- 3) The third essential is the teacher must actually practice what they preach. The young dislike their elders for having fixed minds. But they dislike them even more for being insincere. They themselves are simple, straight forward, and almost painfully naïve. A hypocritical boy or girl is rare, and is almost a monster or spiritual cripple. They know grown-ups are clever, they know grown-ups hold the power. What they cannot bear is that grown-ups should also be deceitful. So they will tolerate a parent or teacher, who is energetic and violent, and sometimes even learn a great deal from them; but they loath and despise a hypocrite.
- 4) The fourth and last essential of good teaching is to like the students. If you do not actually enjoy the young, then teaching is probably not for you. A teacher must not only like the young because they are young; he/she must enjoy their company in groups. The young do not sit in calculated ways such as adults. They are trying to be energetic and wise and kind. When you remember this it is not difficult to like them. You also can learn a great deal about them by remembering your own youth.

Acknowledgements

Material adapted from text by:
Gilbert Highet, *The Art of Teaching*, Random House, NY (1989).

Learning through Sharing Experiences

Share your experiences in order to give the learner a perspective, but not in order to place a limit upon the pupil's possibilities, but rather to provide a point of reference. On the other hand, do not hesitate to train them in your skills or give them your experiences. Often teachers are guilty of forgetting the wide reaching and accumulated experiences they possess, and how valuable they can be to a young person still fighting to organize the complexities of the world. If you can send them back into the world with some form of reference that only your experience and insight can provide, you will have made a permanent impact and they will forever be grateful.

Competence vs. Learning by Experience

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Competence: The competence our communities have established overtime (i.e. what it takes to act and be recognized as a competent member).

Learning by Experience: The insight that is gained from personal experience in regard to a person, place, or thing.

Note: Learning is defined as interplay between social competence and personal experience.

Acknowledgement:

Material adapted from text by:

Etienne Wenger

Communities of Practice and Social Learning Systems

Learning Styles

1) Active and Reflexive Learners:

- a. Active Learners tend to retain and understand information best by doing something active with it – discussing or applying it or explaining it to others (Example: “Let’s try it out and see if it works”).
- b. Reflexive Learners prefer to think about it quietly first (Example: “Let’s think through it first”).

Note: Everyone is active sometimes and reflexive others. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable.

2) Sensing and Intuitive Learners:

- a. Sensing learners tend to like learning facts. Also, they like solving problems by well-established methods and dislike complications or surprises. Sensors do not like courses that have no apparent connection to the real world.
- b. Intuitive learners often prefer discovering possibilities and relationships. These learners like innovation and dislike repetition. These learners dislike “plug-and-play” courses that involve a lot of memorization and routine calculations.

Note: Everyone is sensing sometimes and intuitive at others. Learners must be able to adapt to both styles. If you over emphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work. If you over emphasize sensing, you may rely too heavily on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

3) Visual and Verbal Learners

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- a. Visual learners remember best what they see – pictures, diagrams, flow charts, time lines, films, and demonstrations.
- b. Verbal learners get more out of words – written and spoken explanations. Everyone learns more when information is presented both visually and verbally.

Note: In the current American school system, very little visual information is presented: students mainly listen to lectures and read material written on chalkboards and in textbooks and handouts. Unfortunately, most people are visual learners, which means that most students do not get nearly as much as they would if more visual presentations were used in class. Good learners are capable of processing information presented either visually or verbally.

4) Sequential and Global Learners

- a. Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. They tend to follow logical steps in finding solutions.
- b. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.” Global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

Cognitive vs. Non-cognitive

Social scientists sought out to make distinctions in regard to how we approach various aspects of the learning process. As a result of their research, they separated the learning process into two categories, “cognitive” and “non-cognitive”. Cognitive skills are those that rely heavily on left-brain functions such as those involved in learning content. Non-cognitive skills involve attitudes, beliefs, and attributes that are often acquired through experience although they also can be taught through shared experiences.

Cognitive: left-brain functions; logic; IQ tests; measurable

The United States tends to test children earlier and more frequently with formal testing indicators, attempting to ensure that certain milestones are met. This also tends to be the predominant method of tracking the learning and development of at-risk children. The Infinite 8™ Early Childhood Development Program is designed to stimulate a child’s innate curiosity, while refraining from stifling their creativity by overwhelming the child’s cognitive functions and depriving the non-cognitive functions.

Non-cognitive: personality or character traits.

Looking at early childhood programming at a global level, many high performing countries have adopted the emergent literacy approach, which encourages reading, writing, counting numbers, scientific

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exploration, all with a huge emphasis on play. These countries stray from formal evaluations in the early years. These approaches are applied in nations such as Australia, the Czech Republic, Denmark, Finland, Italy, Norway, the Netherlands, Portugal, and Sweden.

Non-cognitive skills often prove more valuable to the long-term success of an individual than cognitive skills. Often individuals, who are intelligent and gifted at academics in measurable ways, still fail to acquire the characteristics that are necessary to sustain success. On the other hand, individuals who often come from the most dire of circumstances still go on to achieve success and sustain it. This is explained by the acquisition of skills that are exemplified by the *Infinite8™* principles. Character Coaches will be on the frontline teaching children principles that will be engrained into their character in the form of resilience to the variables of life.

Non-cognitive Skill Development International Models

Czech Republic - John Amos Comenius & Character Education

For millennia, humans have pondered how to master their attitudes and behaviors in order to control their destiny. Human beings have sought out the answers regarding how to maximize productivity. How do we harness our innate resilience?

Suppose we were to come up with such an ambitious answer, how would we develop it? Who could provide us with a model to build off of? Born in 1592, John Amos Comenius would become known as the father of modern education. A Czech national, Comenius was a teacher, educator, writer, and intellectual, in fact, he outlined a school system exactly resembling the current American system of kindergarten, elementary school, secondary school, and post-secondary school almost two-hundred years before the founding of America.

Comenius was a man who turned down the Presidential post at Harvard University. He knew then what scientists are rediscovering now, that the most effective way to teach information to individuals on a large or small scale is to show them the patterns between the information. He thought that by fusing together all knowledge, ethics, and religion, it would lead to widespread societal prosperity and progression, and if applied on a global scale, could possibly lead to world peace.

The current system of Pre-K through Post-secondary education in America was contrived in the 17th Century by John Amos Comenius, known by many as the 'Father of modern education'. Comenius was an educator and philosopher who created the first picture book for children, stimulating multiple learning styles. He created a universal system of learning and authored hundreds of books on maximizing a child's potential (Murphy, 1995). Although we have adopted much of Comenius' educational methodology, a key component of his system that is currently missing from the U.S. educational paradigm is his adamant focus on moral development:

The virtues are learned by constantly doing what is right... it is by learning that we find out what we ought to learn, and by acting that we learn to act as we should. So the, as boys easily learn to walk by walking, to talk by talking, and to write by writing, in the same way we will learn obedience by obeying, abstinence by abstaining, truth by

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speaking the truth, and constancy by being constant. But it is necessary that the child be helped by advice and example at the same time (London, Adam & Charles Black, 1896).

Comenius also outlined the goal of raising an upright child, who is adequately prepared for the world. He addressed the ultimate questions concerning what is the purpose of man, what ultimate end can he expect, and what is the meaning of life? He also addressed the question regarding how to prepare a person to live a virtuous life. Comenius outlined the following principles in his book the *Great Didactic*, or "The Great Moral Teaching:

- I. Man is the highest, the most absolute, and the most excellent of things created.
- II. The ultimate end of man is beyond this life.
- III. This life is but a preparation for eternity.
- IV. There are three stages in the preparation for eternity: to know oneself; to rule oneself; and to direct one's self to God.

Principles for Facilitating Teaching and Study

- 1) If the class instruction be curtailed as much as possible, namely to four hours, and if the same length of time be left for private study.
- 2) If the pupil be forced to memorize as little as possible, that is to say, only the most important things, of the less important they need only grasp a general meaning.
- 3) If everything be arranged to suit the capacity of the pupil, which increases naturally with study and age.

Active Teaching

- 1) Proceed by stage
- 2) Examine everything oneself
- 3) Act on one's own impulses. This requires, with reference to all that is presented to the intellect, the memory, the tongue, and the hand, that the pupils shall themselves seek, discover, discuss, do and repeat, without slavery, by their own efforts so the teacher being left merely with the task of seeing whether what is to be done is done as it should be.

China - The 36 Stratagems

Approximately 300 hundred years ago an unknown Chinese scholar compiled 36 military stratagems called, "the secret art of war," not to be confused with Sun tZu's "Art of War," writing down for the first time war strategies which originated some 1500 years ago. The stratagems are divided into six sections with six strategies in each section. A common favorite is called, "sacrifice the plum tree to preserve the peach tree." It reads, "there are circumstances in which you must sacrifice short-term objectives in order to gain the long-term goal."

In more modern times, the stratagems have been thoroughly dispersed throughout the Chinese culture, and are as commonly known among the Chinese as the Alphabet among Americans. The stratagems have been used all facets of Chinese culture but most notably as business tactics. Like Comenius, the Chinese organized a set of proven wisdom, bringing it within the grasp of every child. The compilation and wide-spread distribution of this information has shown billions of people the hidden patterns that

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exist within relationships. So we've seen Comenius's concept for organizing knowledge on a macro-level with China, now let's look at an example on a smaller scale.

United States - Ben Franklin & the 13 Virtues

Dubbed the most accomplished American of his age, during an age where accomplished American's were ubiquitous. Benjamin Franklin was as iconic as the history books glorify him to be. As an author, printer, politician, scientist, musician, inventor, and diplomat; as a man who had accomplished it all in one life-time with only two years of formal education; and as a person who freed his slaves and become one of the most prominent abolitionists, during an era where such a position was highly unpopular; like Comenius and the Chinese, Franklin discovered the benefit of finding patterns that correlated, and compiling that information for the benefit of others. In Franklin's autobiography he highlights thirteen points or characteristics that he referred to as the source of his prosperity and happiness. In fact, he wrote about these thirteen points more than anything else. Furthermore, he broke down the method to his genius.

He wrote down each of the thirteen points on a piece of paper, and carried them around with him one at a time for the duration of the week, with his program totaling thirteen weeks in length. He would repeat this program four times a year, until he permanently imbedded these characteristics within his behavior, ultimately becoming the epitome of what he could be.

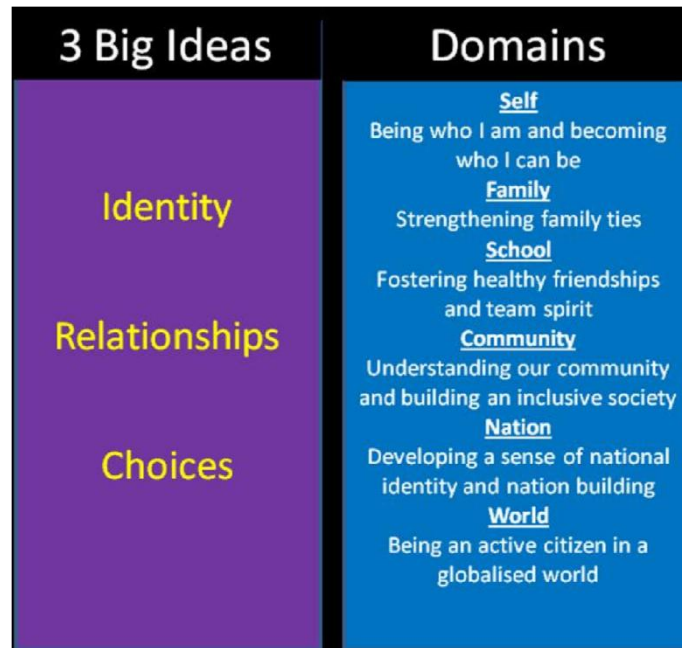
After conducting research, analyzing great men and women, we were able to come up with a set of characteristics common among successful people, and we called them the *Infinite 8™*. Eight common-sense and simplistic characteristic's which will provide the practitioner with a platform from which to excel. We focus our resources and efforts too often in ways that are reactive, but not enough in ways that are proactive; developing a person thoroughly from the inside out. A thorough application of each characteristic can serve as catalysts to propel one toward heights where there are no limitations and the possibilities are infinite.

Singapore – Character & Citizenship Development

Many of our educational institutions are training youth to merely memorize and then regurgitate information associated with a system of education designed for an industrial-based society, but today countries are rapidly restructuring their educational paradigms and changing their conceptions about how to create a highly skilled workforce who is competitive in today's global and increasingly technical marketplace. Infinite 8 Institute, benchmarks its curriculum from the structurally sound and internationally recognized Character Education system, known as Character and Citizenship Education (CCE), which has been proven to be effective by the Singapore Ministry of Education (MOE).

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3 Big Ideas and Expanding Domain of Character and Citizenship Education (CCE)



Source: Singapore Ministry of Education

The MOE’s CCE’s purpose is to instill values while building socio-emotional skills within students. These skills will create moral and productive citizens in a fast-paced and increasingly complex world. The *Infinite 8™* Early Childhood Curriculum will use the CCE as a benchmark to inspire global and local empathy within students. Students will gain an understanding of the three overarching ideas, namely Identity, Relationships, and Choices in the Domains of self, family, school, community and the world. The Big Ideas, Identity, Relationships and Choices, are interrelated and affect one another. Students must understand who they are in regard to what makes them unique, their talents and passions, as well as strengths and weakness in order to effectively navigate relationships. Also, the ability to make sound choices and decisions directly affects how students maximize their unique abilities, further defining not only who they are, but who they will become.

Domain		Identity	Relationships	Choices
Self	Being who I am and becoming who I can be	How am I similar to others? How am I different from others?	How does the way I perceive and manage myself affect my relationship with others?	How are the choices I make good for me and others?

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Family	Strengthening family ties	Who am I in my family?	How do I build and maintain relationships in my family?	How would my actions affect me and mothers in my family?
School	Fostering Healthy friendships and team spirit	How am I a friend to others? What are our roles when we work in a team?	Who are my friends? How do we work well together?	What do I want in a relationship? How would we use our strengths to build a team?
Community	Understanding our community and building an inclusive society	What is an inclusive society to us?	How do we understand and relate to others in an inclusive society?	What are our roles in building an inclusive society?
Nation	Developing sense of national identity and national prosperity.	What makes us Americans?	How do my relationships with others contribute to national prosperity?	How would we demonstrate our commitment to the well-being of America?
World	Being an active citizen in a globalized world	What does it mean to be an active citizen in a globalized world?	How do we interact with the people in a globalized world?	How would we use our strengths and abilities to meet the needs of a globalized world?

Source: Singapore Ministry of Education

The daily experiences of students will be utilized in order to make the learning experiences relevant. Teachers and staff will also be trained to use strategies such as storytelling, role plays, experiential learning, and classroom discussions in order to instill the curriculum content. The infusion of the material into the existing framework of individuals, communities, educational institutions, and organizations will give participants the ability to gain social and emotional competencies, while also developing empathy for the viewpoint and perspectives of others. The MOE provides an example of how empathy can be fostered among the early childhood youth, by utilizing the Big Ideas within a mock learning context of public transportation in the table below:

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Big Ideas	Identity	Relationships	Choices
Key Questions	What is different about me?	How do I understand and relate to others in a inclusive society?	How do I demonstrate my commitment to the well-being of others?
Thought Process	“I am young and able. The elderly lady standing there needs this seat more than me.”	“I can approach the elderly lady in a respectful manner and invite her politely to take my seat.”	I should give up my seat to the elderly.”
Learning Points	They learn to develop different perspectives which shape their identity	They learn how to show care and consideration for others in the society and thus develop a good relationship with the community.	They would learn that as a member of an inclusive society, they have roles and responsibilities to be considerate and caring toward fellow users of public transportation.

Source: Singapore Ministry of Education Student

Class experiences throughout the day will be used as the subjects for CCE exercises, thus making the exercises more relevant and valuable. By catering the curriculum based off of student experiences past, present, or future, Character Coaches, will be able to easily customize the framework to be age-specific. For example, primary students may discuss such experiences as “Making new friends”, while “Sharing Toys,” would be used for early childhood toddlers. As a result, the content would be able to be internalized by youth more effectively.

Singapore – 21st Century Competencies

The *Infinite 8™* Early Childhood curriculum, will infuse within the youth creativity, innovation, and cross-cultural understanding as well as intrinsic resilience. There is a strong national effort to raise 21st Century Competencies within the American school systems through state adoption of Common Core State Standards, which thus far has yet to achieve uniform adoption of the new standards across all states. In fact, Nebraska along with Texas, Minnesota, and Alaska, and now Florida have rejected the acceptance of such Federal Standards. Core math standards for example, are meant to emphasize the modeling of math processes in multiple ways and unraveling complex story problems that reflect real-world situations (OWH, <http://www.omaha.com/article/20140112/NEWS/140119639>). The rejection of heightened standards leaves room for modernization.

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Because of the difficulties inherent in predicting an unstable and constantly changing global landscape, it is important to embody within our youth, values that will serve them well regardless of what the future holds. The Singapore MOE has captured this idea effectively and within the *Infinite 8™* Early Childhood Development Program, Character Coaches will utilize the model as a baseline to build off of, incorporating important aspects as seen in the chart below (MOE, <http://www.moe.gov.sg/media/press/2010/03/moe-to-enhance-learningof-21s.php>):

21st Century Competencies and Desired Student Outcomes



Source: Singapore Ministry of Education

The Infinite 8™ Early Childhood Development Program seeks to benchmark the following desired outcomes regarding 21st Century Competency:

- A confident person who has a strong sense of right and wrong, is adaptable and resilient, has a strong sense of self, thinks independently, and has the ability to effectively communicate with individuals and large groups.
- Can effectively navigate cyber space, conducting research, maintaining good social media etiquette, email etiquette, as well as learn basic coding and application development technology.
- A person who can work together as a team, while being a self-motivated worker as well.
- A concerned citizen who is rooted in America, has a strong sense of community, while also being informed of national and international issues. In the new knowledge-based economy, there must be values that coincide with the acquisition of knowledge. It is of the utmost importance that the beliefs and character of the next generation must be shaped and molded, which is why the core values are at the center of the last diagram. In the NDI model, the 18 Core Principles will be located at the center of the model (i.e., self-discipline, self-responsibility, persistence, fearlessness, foresight, character, humility). The middle ring in the model signifies socio-emotional skills that are needed for

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children to learn how to control their emotions, and effectively navigate the plethora of personalities and differences inherent in society. While the outer rings of the diagram represents the new-age skills necessary to thrive in the globalized world we now live in.

Global Early Childhood Bench Markers

Finland Early Childhood Development

According to an Article entitled, “The Secret Behind Finland’s Super Smart Kids? Recess.” By Kavita Pikay, a recent report from the Institute of Medicine of the National Academy of Sciences adds to a growing body of research that suggests a positive correlation between exercise and academic performance... called “Educating the Student Body: Taking Physical Activity and Physical Education to School”. The Finland system of education allows for no less than one of hour of recess a day, no matter what the weather. The “Physical Activity Guidelines for American’s”, also recommends at least 60 minutes of daily vigorous activity or moderate intensity physical activity. Physical activity is related to the following outcomes:

- Lower body fat
- Greater Muscular Strength
- Stronger Bones
- Better Cardiovascular and Metabolic Health
- Improvement in Mental Health by Reducing Anxiety, & Depression
- Enhances Self-Esteem

Sample Finnish Early Childhood Daily Schedule	
Morning Meeting	Lunch
Full Session (Play, work, celebration, excursion, teaching)	Short-session, different from first
Outside Activities	Closing the Day and Going Home

Source: Presentation at the congress ‘Childhood, Child Good’, Ph.D Ulla Härkönen, University of Joensuu, Finland.

Note: growing body of evidence suggests a relationship between vigorous and moderate intensity physical activity and the structures and functioning of the brain. Children who are more active show greater attention, have faster cognitive processing speed, and perform better on standardized tests than less active children. *Institute of Medicine of the National Academies Report Brief, 2013.*

Also, note that schools in low-income areas have the least playtime. A November 2013 report published by the U.S. Play Coalition announced that a survey by the Robert Wood Johnson Foundation of 1,055 randomly selected elementary schools found disparities in the length of playtime.

Finnish All-around Care

“All-around care” is the umbrella term Finnish pre-school teacher’s use for these aspects of early childhood education. All-around care refers to the individual and collective work by educators aiming at

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securing the child's well-being and good life. All-around care includes the ethical dimension of education, too. In all-around care the object is to promote and ensure the child's physical, social, emotional, and cognitive development. The aims also include language development, as well as ethical and moral development.

China Early Childhood Development

In China, there are three types of early childhood programs for children under six: nurseries, kindergarten and pre-primary programs. Nurseries serve children under age 3. Small group size and many care givers assure prompt, abundant care. Since physical care and nurturing are the primary goals, the caregivers are trained as "nurses" rather than teachers. Programs for 2-year olds are often combined with kindergarten. Kindergarten students typically fall between the ages of 3 and 6.

The emphasis upon academic work varies with the school and age of the children. Academics are generally not given major emphasis until children reach age 5. The pre-primary classrooms associated with donating schools stress academic goals more than do the kindergartens. Parents often want their children to begin academic work early, believing it will give them a head start in the competitive struggle for scholastic success, considered the major route to future opportunities. The competitive and selective entry procedures to "key" and many better neighborhood schools heighten this perceived need for an early start (Hankins & Stites, 1991).

Sample Chinese Early Childhood Daily Schedule	
Morning Physical Check	Lunch/Cleanup
Class Attendance	Long Nap
Breakfast/Cleanup	Free Play Outside/Indoors
Sensory Based Activity	Reading/Writing/Numbers
Song/Dance	Wind Down

Source: A Case Study: The Day of a child by Ms. Hu Jinjiao, Director of the Affiliated Kindergarten of South China Normal University.

Chinese Teaching Methods

While much of the curriculum is similar to American programs, the teaching methods are quite different from the developmentally appropriate practices' advocated by the early childhood educators in the U.S. (NAEYC, 1986). Children seldom work independently or in small groups on self-selected tasks. Instead, the emphasis is upon teacher-directed, total group instruction. All children are expected to do the same thing at the same time. The group approach even outweighs the limitations of minimal supplies. The encouragement of group rather than individual goals was evident, however, in the emphasis on teaching children altruistic and nurturing behavior, although individualism still remains along with lack of peer interaction in group activities. Children often help one-another and respect each other's rights without prodding.

Early Childhood Behavior in China

Children are expected to give the teacher their full attention and participate fully. Talking or playing with other children is not allowed at that time. Respect for the teacher and prompt, unquestioning obedience are expected. During free-play time however, noisy and active social interactions are quite acceptable. Teachers encourage harmonious peer relationships, in which children respect the rights of others and help each other.

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A widely used technique is public correction and criticism, not just for misbehavior but also for poor performance. Children who are not doing well or have made a mistake are commonly singled-out in public. Teachers do not appear concerned about any possible psychological harm resulting from these practices, such as lowered self-esteem. Rather, they believe such correction will help the child work harder so as to avoid future mistakes. The threat of public reprimand and loss of face appears as a strong pervasive influence upon children's behavior. The importance of "face" has a long history in Chinese culture. Loss of face results in public embarrassment and failure to meet group expectations. The child learns early to keep the approval of the social group, for loss of face is a reflection upon the whole family (Hu, 1944).

Positive reinforcement for good behavior is also used extensively. Teacher's praise and recognition of children who are doing well, often occurs, as teachers point out the best behaving students in class. Children receive rewards, such as red stars, for helping another child, answering questions in class, or doing well on written work.

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Singapore Early Childhood Development

Singapore, lagging behind international competitors in early childhood education quality behind stiff competition, such as China and Finland, has taken dynamic steps to become globally competitive. In 2012, Singapore Ministry of Education (MOE) developed the Nurturing Early Learners (NEL) Curriculum, which encompasses teaching and learning principles that are relevant for developing competencies of our young children for the 21st Century. The curriculum's purpose is to equip future generations with strong foundations for lifelong learning. The MOE's Desired Outcomes of Education, reflect what the Singapore education system aspires to develop in every child:

- A confident person, who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively.
- A self-directed learner who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning.
- An active contributor who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence.
- A concerned citizen, who is rooted in Singapore, has a strong civic consciousness, is informed and takes an active role in bettering the lives of others around him.

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Singapore Pre-school Education	
Learning Areas	Key Stage Outcomes of Preschool Education
Aesthetics and Creative Expression	Know what is right and what is wrong
Discovery of the World	Be able to relate to others
Language and Literacy	Be able to listen and speak with understanding
Motor Skill Development	Be comfortable and happy with themselves
Numeracy	Have developed Physical co-ordination, healthy habits, participate in and enjoy a variety of arts experiences
Social and Emotional Development	Love their families, friends, teachers, and school

Source: Nurturing Early Learning: A Curriculum Framework for Kindergartens in Singapore (MOE, <http://www.moe.gov.sg/education/preschool/files/kindergarten-curriculum-framework.pdf>).

*Sample Singapore Early Childhood Daily Schedule	
8:30 – 8:50 a.m.	Class Morning Meeting
8.50 – 9.20 a.m.	Language Arts
9.20 – 9.50 a.m.	Music/Mathematics/Language Arts
9.50 – 10.20 a.m.	Language Arts
10.20 – 10.40 a.m.	Morning Break
10.40 a.m. – 11.20 a.m.	Chinese (Mandarin)
11.20 – 12.20 p.m.	Mathematics/Language Arts/PE/Art
12.20 – 12.40 p.m.	Playtime
12.40 – 1.00 p.m.	Lunch
1.00 – 1.15 p.m.	PE/Drop Everything and Read
1.15 – 3.00 p.m.	PE/Language Arts/Math/Assembly
3.00 p.m.	Dismissal
3.05 – 4.05	Extracurricular Activities

*Note: Singapore MOE does not require a uniform daily schedule, but rather provides objectives, methodologies, and desirable outcomes, further providing instructors with creative flexibility regarding instructional methods. The

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curriculum shown here is a Sample Timetable: Primary years from SJI International Elementary School (SJI, http://www.sji-international.com.sg/uploaded/About_Us/School_Routines/SJIIES_Sample_Timetables.docx).

The Infinite 8™ Philosophy

Week 1 – Self-Discipline

“The first and best victory is to conquer self.” – Plato

The first of the *Infinite 8™* is the concept of *self-discipline*, which is the cornerstone of all eight. *Webster’s Dictionary* defines *self-discipline* as the correction or regulation of oneself for the sake of improvement. To be *self-disciplined* is to deny that which is quick and easy. It is to never cut corners. It is to control all of your wants, desires, bad habits, and negative attitudes for optimal performance and achievement. It is to deny instant gratification while keeping in mind the bigger picture. It is to understand the importance of working hard, and playing later; of suffering now for ultimate fulfillment.

As a Character Coach, you will teach participants to deny all things that are barriers to the achievement of their goals, whatever they may be. Coaches will instill within each participant that there is no barrier that is capable of containing them once they set their mind toward achieving their ambitions. The *Infinite 8™* program will show the pupil how to utilize *self-discipline* to force reality to bend to their will. In what areas do they lack discipline? What character flaws are keeping them from reaching the epitome of their capabilities? While discussing *self-discipline* with the pupils, it is most effective for the Character Coaches to include examples regarding the successful as well as unsuccessful implementations of the concept of *self-discipline* in their personal lives. Doing so will make the Character Coaches relatable to the young mind and will encourage them to open up and examine how *self-discipline* can be applied in their own lives.

Examples of opportunities to instill *self-discipline*:

- During games, such as: Simon Says; Red Light, Green Light; Twister; Freeze Tag
- When putting away toys
- When following directions
- When potty-training
- When mimicking faces or noises (Infants)

Week 2 - Self-Responsibility

“The price of greatness is responsibility.” – Winston Churchill.

Webster’s Dictionary defines *responsibility* as moral, legal, or mental accountability. To be *responsible* is to always accept the consequences of one’s own actions. It is to never make excuses for anything, and never point fingers at someone else. It is to never blame the forces that are uncontrollable, because you are too busy utilizing that which you do control. It is common to experience ourselves or others make excuses for why things turned out a certain way. People complain that their life was hard; they weren’t given opportunities; they didn’t have both parents in the home; it’s because of racism; or it’s because they are poor.

The truth is, that there never has and never will be any qualifications for achieving the pinnacle of personal greatness. *Self-responsibility* is a trait which is heavily based on the value and fostering of relationships. We all have responsibilities to various individuals and/or organizations within our lives.

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And the quality of every relationship with these individuals and institutions, varies depending upon circumstance. Each relationship is like a spoke on a wheel that is capable of both strengthening and weakening the entire wheel. Therefore, the strength of the wheel is determined by the strength of its spokes.

It is up to the Character Coach to teach each pupil how to cease existing as a victim of chaos and take *self-responsibility* for creating harmony within, in order to better one's external environment. To be responsible is to understand that we live in a free society and because of that we have the gift of choice, and with every choice you make there are consequences. This isn't to say that people won't discriminate against them because of their age or gender; or to say that people will not make it hard for them because of the color of their skin; but each child must become aware and conscious of their unlimited potential. Regardless of the situation or circumstances around them, the only thing that is stopping them from reaching their goals is themselves! And each relationship that is gained and furthermore maintained brings one closer to bridging the divide between oneself and one's destiny.

As the Character Coach, your job is to assist the participants in understanding that we are all given our own distinct talents, passions, and ambitions. Everyone is not equipped equally to deal with the everyday trials of life. It is important to emphasize that all practitioners have gifts, and with those gifts comes great responsibility. *Self-responsibility* means not only being responsible for their own actions or their response to the actions of others, but practitioners are to use their talents and gifts for good and leave the world a better place than they found it. And through the implementation of their gifts, practitioners will reap countless blessings. Once again, personal stories from Character Coaches regarding how at some point they benefited from taking *self-responsibility* for their own destiny will assist participants in gaining a tangible perspective.

Examples of opportunities to instill *self-responsibility*:

- During role-playing games, such as: Marco Polo and Hide & Seek
- While teaching manners
- When teaching proper hygiene
- When potty-training
- When teaching safety
- When crying appropriately (Infants)
- When a child correctly responds to its name being called (Infants)

Week 3 - Persistence

“Never give up, for that is just the place and time that the tide will turn.”—Harriet Beecher Stowe

To be persistent is to be aggressive. It is to take advantage of every opportunity. *Persistence* is to fail and never lose enthusiasm. It is to understand that as human beings we are only capable of using ten percent of our brain, so for every problem, there are nine answers that have yet to be thought of. And *persistence* in the wrong direction is just a waste of time.

Character Coaches are to emphasize to pupils that concentrating on a goal for a prolonged period of time, however long necessary, is the key to making what one imagines become physical in the universe. Pupils must realize that there is no battle that can be won on the run. In order to win the game they must stay in it and see it through. According to the Law of Large Numbers, which is a theorem that

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describes the result of performing the same experiment a large number of times, if one is willing to go through all the possibilities, then success is sure to be achieved. As Character Coaches discuss the principle of *persistence*, they should also provide pupils with their own personal triumphs where *persistence* prevailed. Even if the child is too young to understand, they will be strengthened, as they feel their hearts penetrated by vibrations of compassion and empathy.

Examples of opportunities to instill *persistence*:

- While building blocks
- While putting together puzzles
- While child is learning to walk
- While teaching children to follow directions
- While teaching a child to write
- While teaching children art
- While teaching child to clap hands or mirror facial expressions (infants)

Week 4 - Fearlessness

“I learned that courage was not the absence of fear, but the triumph over it.” – Nelson Mandela

Webster’s Dictionary defines fear as being afraid or apprehensive. The inverse of fear is being fearless. To be fearless is to be confident and to be confident is to be prepared, because we don’t fear that for which we are prepared. Character Coaches will teach pupils how to overcome the fear of taking chances. Coaches will emphasize the old saying that if one doesn’t have faith in him or herself, than no one else will.

The utilization of the *Infinite 8™* program will teach pupils how to run toward their fears and annihilate them one by one. They are to be shown how they can become increasingly powerful by conquering their own inner adversary; which is themselves. Human beings are the only creatures capable of mentally projecting ourselves forward through space and time, anticipating the future. It is the fear of the unknown and infinite possibilities that often paralyzes us, and inhibits us from pursuing our dreams and ultimately realizing them. As a result, Character Coaches will show pupils how to take calculated risks.

Character Coaches are to teach pupils how to embrace fear rather than take flight from it. Pupils will be taught how fear is their friend, because it not only shows the participant what they shouldn’t do, but even better, it reveals to the *Infinite 8™* practitioner what they should do. Making mistakes is entirely human and a natural aspect of any human beings evolutionary development of their full potential. It is impossible to know the right way to pursue a goal without learning the wrong way.

As the Character Coach it will be your responsibility to assist your pupils in pin-pointing what their fears are that are holding them back from reaching their full capabilities, and empowering them to eradicate any barriers. Sharing examples of fears that Coaches have previously faced and overcome will be critical in helping pupils to learn from another’s experiences. Communicating past failures and how those failures were learned from by Coaches, will be strategically important insight in order for pupils to gain a strong understanding of the developmental process when in pursuit of a goal.

Examples of opportunities to instill *fearlessness*:

- While children are drawing or coloring
- When child is learning to walk or beginning to run

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- When teaching children to make new friends
- When teaching a child to always do the right thing
- While encouraging a child to safely pursue his/her interest
- While teaching children not to fear harmless living things
- While teaching a child to taste a new food (infants)
- While teaching a child that it is safe to be held by another adult (infants)

*Note: Take all opportunities to teach the reverse, or in other words, take every chance to teach children when they should be *careful* or *cautious* of dangerous or harmful persons, places, or things.

Week 5 - Excellence

“We are what we repeatedly do. Excellence is not an act, but a habit.” – Aristotle.

Character Coaches are to assist pupils in the embodiment of *excellence*. *Excellence* is defined by *Webster’s Dictionary* as the quality of being excellent and goes on to define excellence as being superior. *Excellence* means going above and beyond what is expected of you. The bar for *excellence* is different for each pupil. Character Coaches are to discover the full extent of each child’s potential and find a way to help the child multiply it.

Our society often is guilty of setting low standards. Those standards must be rejected and replaced with the highest conceivable standards. In order to teach another the highest standards, the Character Coach must become obsessed with embodying nothing but the highest standards within themselves. The reward will be not only a personal progression, but the development and molding of pristine young minds.

Coaches are to utilize the Competency Theory while training children on the principle of *excellence*, which are as follows:

- 1) **Unconscious incompetence** – The individual does not understand or know how to do something and does not necessarily recognize the deficit. They may deny the usefulness of the skill. The individual must recognize their own incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn.
- 2) **Conscious incompetence** – The individual does not understand or know how to do something but he or she does recognize the deficit. The making of mistakes can be integral to the learning process at this stage.
- 3) **Conscious Competence** – The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps, and there is heavy conscious involvement in executing the new skill.
- 4) **Unconscious Competence** – The individual has had so much practice with a skill that it has become “second nature” and can be performed easily. As a result, the skill can be performed while executing another task.

Character Coaches are to assist pupils in applying the Four Stages of Competence, in order to achieve a level high level of *excellence* in regard to whatever skills will be necessary for them to master, so that they may achieve the desired outcomes.

Examples of opportunities to instill *excellence*:

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- While teaching organizational skills
- While encouraging learning
- While teaching songs and dance
- During play
- While attempting to modify a child's behavior
- While the child is creating vocal noises, attempting to sing (infants)
- While the child is mimicking adult behavior (infants)

Week 6 – Foresight “Consequences” (Pre-K)

“In the absence of clearly defined goals, we become strangely loyal to performing daily trivia, until we become enslaved by it.” – Robert Heinlein

Foresight is defined by *Webster's Dictionary* as the act of looking forward. To have foresight is to discover your inner calling or purpose and to formulate a vision. It is to visualize where you want to be in twenty years, and discover what you can do now to slowly actualize that vision. In order to actualize any vision one must take the proper action necessary to make it become real. For the early childhood learners, Character Coaches will teach the term “Consequences” instead of the term “Foresight,” which will replace *consequences* in advanced curriculum beyond the early childhood.

Character Coaches will teach children how to minimize and alleviate all negative *consequences* that may serve as barriers to desired outcomes. Coaches will emphasize positive consequences that result from a child's action, which may actually speed up desired outcomes. By teaching the child how *consequences* affect short-term and long-term goals they will more easily gain the proper mental attitude necessary to adapt and evolve, characteristics necessary for a child to be equipped with in the new global marketplace.

Character Coaches will also assist in the learning process of children by sharing their own stories of positive and negative consequences, making sure to properly explain to the child and ensuring they understand. The Principle of *Consequences* is the most important of the *Infinite 8™* in regard to preventing undesirable behaviors from growing into undesirable adults.

Examples of opportunities to instill *Consequences (Foresight)*:

- When teaching the consequences of disobedience/obedience
- When teaching the consequences of hard work/too much play
- When teaching the consequences of friendliness/bullying
- When teaching the consequences of sluggishness/industrialization
- When the child is chewing on undesired objects (infants)
- When the child does not desire to eat healthy foods (infants)

Week 7 - Character

“Be the change you want to see in the world.” – Mahatma Gandhi

One must be able to be entrusted with responsibility, and possess the ability to make the right decisions even when no one else is looking. *Webster's Dictionary* defines *character* as one of the attributes or features that make up and distinguish an individual. Character Coaches are to teach each child that if people can trust them, then doors will open for them. Aristotle thought that human good, after all, should be something stable which is under our control and hard to deprive us of. He also believed that

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everyone is capable of becoming better, and thus all are responsible essentially for their actions that express and ultimately come to define ones *character*.

There are recorded stories of children during the Middle Ages, becoming separated from their parents and growing up among wolves. After being rediscovered these men once again joined society and learned to speak and walk upright again. The children who you work with everyday are no different. They are moldable like a piece of clay and as they gain knowledge, virtue must balance it in order to produce a human being who is righteous.

The theory of *Karma* is a fundamental doctrine within basic Buddhism. It is a moral law of causation, which can be summarized as, “for every action there is a reaction”. Sir Isaac Newton’s Third Law similarly stated, “To every action there is always an equal and opposite reaction”. If a child gets into the habit of stealing, resulting consequences will arise. First, the child may not get caught at all, but even so, consequently, the child has devalued themselves and their own self-image unconsciously during the process, by committing an act they know is wrong. Second, if the child is caught they will be disciplined and their standing among the group will be lowered or privileges and trust will be taken away. The pendulum swings so they say. Yet Character Coaches are to teach *Infinite 8™* pupils how to stop the pendulum from swinging by attaining and sustaining high moral character. Ultimately, when deciding what good moral character is, a child must be taught to instinctively take into account various points of information and analyze the available data, and naturally make the decision that instinctively emanates from their core.

Examples of opportunities to instill *character*:

- When encouraging children to tell the truth
- While encouraging a child to share
- When encouraging a child’s helpful behavior
- While encouraging a child to be obedient
- While encouraging a child to be respectful
- When a child cries without reason (infants)
- When a child bites other children (infants)

Week 8 - Humility

“To be truly great, one has to stand with people, not above them.” – Charles de Montesquieu

Webster’s Dictionary defines *humility* as the quality or state of being humble. To have *humility* is to have compassion. It is to have empathy. It is to understand that we have so much yet to discover. Character Coaches are to assist children in gaining compassion for themselves, other human beings, as well as for nature.

We live in a society where modern devices such as reality television and social media have provided the perfect platform to swell the ego. Those individuals who desire wide recognition more than often are unwilling to work for it. Character Coaches will mold children who are the opposite. Coaches are to teach participants the concept of working diligently and doing so in silent, not seeking recognition but working hard for the benefit of all. Coaches are to show children the interconnectedness between themselves, the community, the school, their family, American society, and the world.

Mastering *humility* also involves participants gaining the ability to admit when they are wrong and another is right. Course Conductors should emphasize that asking for constructive feedback or help, is

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essential for the growth of the participant. Although applying *humility* to others is extremely important for a child, it is also just as important for the child to know what gifts they have to offer the world in return. Character Coaches are to share with pupils their own experiences with pride and how overcoming that pride with *humility* benefited them in prior situations. The sharing of experiences are sure to assist the children in gaining insight into the art of *humility*.

Humility is even more of an important concept now than ever, due to the increasingly interconnectedness of the world. It is easy for one to forget their own identity or lose sight of the part they actively play in their homes, schools, communities, nation, and the globe. In the new economy of the future, pupils must not only be conscious of their own culture and identity, but must see themselves as global citizens, taking part in shaping the fate of the world.

Examples of opportunities to instill *humility*:

- While children are playing with others
- When class encounters example of poverty or homelessness on local excursions
- When children are in need of help, yet refuse to be vocal
- When children are unappreciative of their blessings
- While children are being wasteful with food
- Every instance to show love, compassion, and affection (infants)
- United Nations Day where children research, and draw pictures, or dress up, depicting different national and their local cultures
- Promoting gender equality for boys and girls
- During instances of bullying (infants)

Infinite 8™ Early Childhood Development Program Implementation

Infinite 8™ Suggested Class Schedule

Sample Infinite 8™ Early Childhood Class Schedule	
Morning Physical Check	Group Nap
Class Attendance *(w/ LEID)	Interactive **Outside/Inside Session B (Free Play)
Litter-less Breakfast/Snack/Recycle & Clean-up *(w/ LEID)	Reading/Writing/Numbers/
Sitting Session I	Interactive **Outside/Inside Session C (Free Play, Coordinated Free Play, Environmental Discovery, Games)
Interactive **Outside/Inside Session A (Field Trip, Learning Activities, Local/Regional Folklore & Tradition, Art, Music, Dance, Drama, Games)	Sitting Session II
Litter-less Lunch/Recycle & Clean-up/Brush Teeth *(w/ LEID)	Recycle & Clean-up/Prepare to leave *(w/ LEID)

*Leadership responsibilities will vary according to the age and capability of each pupil. Infants 0-18 months, while unable to do many things, will gain heightened individual attention, according to the weekly principles, during designated weeks of leadership training.

**When weather permitting, staff will allocate at least two of the Interactive Sessions (A-C) to outside play, for no less than two total hours per day.

Daily Sitting Sessions – Mindfulness Meditation

What is Meditation?

The term “meditation” has been defined in various ways, and in Western culture can be conceptualized as a distinct psychological practice from its original religious and cultural roots and philosophies. Meditation practice can be explained as the deliberate self-regulation of attention in the present moment and typically comprises concentration, relaxation, altered states of consciousness, suspension of logical thought, and maintenance of a self-observing attitude. Meditation has also been defined as a practice that emphasizes maintaining *alertness* and expanding *self-awareness* with an increased sense of integration and cohesiveness.

Acknowledgements

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Introducing Mindfulness Meditation to Young Children

1. **Lead by example.** As a parent [instructor], it is most important to first develop your own meditation practice and then show your children the way. They will naturally become curious as they so often want to emulate the behaviors they see in their parents and others whom they look up to.
2. **Make it relatable, on a child’s level.**
3. **Encourage discussion of their own feelings and emotions.** Ask them for examples of different experiences: when something made them really happy, or really sad, a time they felt upset or their feelings were hurt, a time they felt scared. Even young children, who seem to have such simple lives, still have a lot to sort through and deal with. They may share some emotions such as: happy on a fun family adventure, upset when mommy or daddy wouldn’t let them do what they wanted, sad when a family member or pet became ill, or feeling hurt when a friend in school said something mean. Meditation can help calm their feelings and bring them to a calmer place in their thoughts.
4. **Realistic expectations.** It’s important to cover that there is no way to do this right or “wrong.” Like exercising, results become more apparent with repetition. If you are into reward systems, this could be a good time to implement some small ones. “Let’s practice a few minutes of meditation and then we can play a little game” or “have a treat.” This type of system is very encouraging for young children.
5. **Make it special!** Designate a specific area for them in the house [or center] that will be their meditation spot. Make it welcoming with their own pillow or special pillowcase.
6. **Using a Timer.** It’s great to have a goal time, but start small. Depending on the age, 3-5 minutes can be a reasonable beginner goal.
7. **Guidance.** Sitting down in lotus posture [crossed legs] is not a must (although that is perfectly fine). Like I said, there is no right or wrong way. The point is to get them into a practice of settling their minds and become more mindful.
8. **Let it be.** Sitting still may not come naturally at first. It is okay for minds to wander. It is okay to fidget. As a matter of fact, expect it. Just encourage them to try their best to relax and refocus them to focusing on their breath as often as needed.

Acknowledgements

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Material adapted from
Huffington Post. (2013, September 17). Teaching Children Meditation and Mindfulness [Blog Post]. Retrieved from http://www.huffingtonpost.com/dawn-gluskin/teaching-children-meditat_b_3891216.html

Practicing Daily Sitting Sessions

Each day, in the morning and afternoon, children at least 16-18 months old, are to participate in mindfulness exercises called “Sitting Sessions”. Mindfulness exercises are a simple meditative practice, helping the pupil as well as the Character Coach effectively find peace and concentration in the midst of the chaotic world we must inhabit every day. Each Sitting Session will last from **3-5 minutes in length**, starting out with three minutes sessions, and working up to five minutes with time.

These Sitting Sessions are an opportunity for the pupils to gain control and mastery over their emotions and compulsive behavior. Numerous therapeutic benefits have been attributed to meditation or “mindfulness”, in fact, according to researchers at the University of California, Davis, and the University of California, San Francisco, meditation increases perceived control (over one’s life and surroundings), mindfulness (being able to observe one’s experience in a nonreactive manner) and purpose in life (viewing one’s life as meaningful, worthwhile and aligned with long-term goals and values)(UCD, http://www.news.ucdavis.edu/search/news_detail.lasso?id=9669). Another study appearing in the *Journal of the American Academy of Pediatrics*, research showed meditation to significantly improve absenteeism, rule infractions, externalizing problems, attention problems, self-esteems, and suspension days that result from behavioral problems (AAP, <http://m.pediatrics.aappublications.org/content/124/3/e532/full.pdf>). As a result of the range of psychological and physical benefits of mindfulness, the *Infinite 8* Early Childhood Development Program employs the following techniques:

- **Breathing Exercise** – The first and easiest, yet very effective technique, is to show the pupils how to control their breathing. Encourage the pupils to feel their stomach and chest rise and fall, while concentrating on allowing their breathing to become natural. This exercise will help pupils to focus and also control their social-emotional responses.
- **Sensual Observation** – Another simple way to introduce pupils to meditative practices is to through the simple observation of smell, touch, and sound, and bodily functions or body part. Allow the pupils to choose a sense to observe a bodily function and/or body part (i.e., heart beat or spine), and instruct them to freely and creatively verbalize their observations. This exercise will teach the pupils how to gain mastery over desire, pain, and agitation, giving the pupil the ability to control their actions and reactions.
- **Thought Shield** – A different method of meditation involves clearing the mind of all thought and emotion, focusing entirely on creating a peaceful state that is impenetrable to negative thought, doubt, fear, depression or anxiety. This method is one of the most powerful methods for sustaining and maintaining desirable attitudes and emotion.
- **Thought Observation** – When closing one’s eyes and becoming conscious of the multitude of fleeting thoughts and feelings, it can be very easy to get lost

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chasing them. Similarly, we often come into contact with the thoughts and feelings of others throughout the day, and we often run with them, or allow them to carry us away like a tidal wave of emotion. I'm sure many of us often hear a harsh comment or remark and allow it to stay with us for days afterwards. Thought observation will teach pupils how to simply observe the passing thoughts that stream across their mind without latching onto them.

Early Childhood Environmental Education (ECEE)

“Are global warming, the hole in the ozone layer, the reduction in the water reserves, desertification, air pollution, illnesses caused by the environment degradation, toxic and atomic garbage... accessible issues and interesting to children? The presence of the issues on the environment in newspapers, on television and in daily chat shows reaches children’s sensitivity, emotions and cognitive interests. As the problems of the environment are part of our children’s lives, they are challenged to speak of, think and worry about them.” – Vital Didonet, Brazil

Although learning for sustainable development is not a common topic in the field of early childhood education, it should be. Well, what is ‘sustainable development’? Mainstream popular culture is typically unfamiliar with the details of the term. There are three pillars for sustainable development – the economy, environment, and socio-cultural phenomena. Real-life questions faced by children, families, and communities are a pivotal part of discovering the beginning of what learning for sustainable development should be like. The perspective of each child, no matter how young, must be treated as meaningful if innovation is to be constant in this new and emerging field. It is also important for scientific and technological literacy to be developed, as well as diversity.

When thinking about the immensely changing and shifting international landscape, diversity is a key issue when contemplating early childhood education that contributes to sustainability in the future. In the globalizing world where individuals from various backgrounds and human sub-groups are constantly diverging, learning to respect and appreciate everyone needs to start early, and involve the parents, community, and early childcare programs. They must learn to identify themselves individually, culturally, and nationally, but also as global citizens. Sustainable development will also require new solutions to old problems. In order for the evolution of archaic practices and outdated modes of thought, unsustainable habits and practices should be targeted and thoughtfully eliminated, such as the practice of over-consumption.

7 R's of Sustainable Development Education	
R ₁	Reduce
R ₂	Reuse
R ₃	Recycle
R ₄	Respect
R ₅	Repair
R ₆	Reflect
R ₇	Refuse

Source: United Nation's Educational, Scientific, and Cultural 2008 Report on "The Contribution of Early Childhood Education to a sustainable society".

Teaching Sustainability through Practice

The first and foremost method of teaching young children effective methods for increasing sustainability practices is through the actual implementation of those practices within the child care center itself. There are numerous ways to become a sustainable organization. Simple methods can be applied, such as the following:

- **Litter-less Meals** – Make it a consistent practice among the group to refrain from littering during and after meals.
- **Recycling Materials** – Recycling bins can easily be obtained from local authorities and civic groups. These containers can be painted and decorated by the students in order to increase the connection to the concept of recycling. This will also increase participation and enjoyment during the learning experience. An easy project that any class can take on is the collection of cans, and the proceeds can go toward scaling up future projects, or rewarding the class for a job well done.
- **Cutting Utility Costs** – An easy way to become a greener organization is to cut the utility costs, by the purchase of more efficient bulbs, unplugging electric cords from outlets, turning out the lights in uninhabited rooms, and refraining from needlessly running water.
- **Plants/Animals/Insects** – Another method to teach sustainability involves the acquisition of plants, animals, and insects, and challenging the class to observe how they naturally adapt and sustain themselves in their natural or artificial environment. Character Coaches can expose children to the seasonal changes inherent in each plant, and thus teach them about resiliency, adaptability, and ultimately sustainability inherent in the local ecosystem.
- **Speakers/Presenters** – An organization need not be alone in order to effectively teach children about sustainability. It is wise to partner with community organizations, educational institutions, and for-profit organizations, in order to provide a collective and wide-ranging perspective regarding the preservation of our natural environment and collective human destiny.
- **Responsible Cleaning** – Child care centers also have the ability to become a greener organization by the purchasing of cleaning and other supplies that are environmentally safe as well as reusable or recyclable, such as pencils and papers made from recycled materials.

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Leading Early in Development (LEID)

During each week, a designated pupil will serve as the Weekly LEID (Leadership Early in Development). This role carries the responsibility of taking attendance at the beginning of the day, while also leading preparation, recycling efforts, and litter-less clean-up during breakfast. During lunch LEIDs will also assist with the same process as during breakfast, and will repeat the process of recycling and litter-less clean-up at the closing of the school day. During in-door and out-door activities, LEIDs are also to assist Character Coaches in setting up or cleaning up after activities. All children should be expected to serve as models for the *Infinite 8™* principles, but LEIDs are held to a higher level of expectations and responsibility during their designated week of leadership.

Infants under the age of 16-18 months, can also serve as LEIDs. Character Coaches will pay special attention to the characteristics, behavior, patterns, health and well-being, and overall development during this week-long period. LEIDs under 16-18 months can also lead singing and dancing exercises or be encouraged to model the weekly principle such as “sharing” during the week of Humility. LEIDs over the age of 16-18 months will be encouraged to especially excel in leadership and the designated *Infinite 8™* weekly concept. LEIDs are also encouraged to take leadership roles in games and other activities.

Having a weekly LEID, gives Character Coaches a sure opportunity to individually access the development of each child, while also ensuring to give each individual child special attention. It is also an opportunity to develop strong leadership skills in every child, testing the capability of each and every pupil as opposed to subjectively choosing which pupils to work further with on various aspects of development.

Child/Staff Ratios

Providers should check with their local Department of Health and Human Services for the most up to date regulations. It cannot be understated the importance of adhering to the child-staff ratios consistently, which are as follows:

*U.S. - National Association for the Education of Young Children Child/Staff Ratios	
Number of Infants in Care	Number of Staff Required
1-4	1
5-8	2
Number of Children in Care (Mixed Ages/Pre-K)	Number of Staff Required
1-7	1
Number of Children in Care (School-age only)	Number of Staff Required
1-10	1
**Finland Early Childhood Child/Staff Ratios	
Number of Infants in Care	Number of Staff Required
1-2	1
Number of Children in Care (Under 3 years)	Number of Staff Required
4	1
Number of Children in Care (Above 3 years)	Number of Staff Required
7	1
***Singapore Early Childhood Child/Staff Ratios	

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Numbers of Infants in Care	Number of Staff Required
1-5	1
Number of Children in Care (Under 2.5 years)	Number of Staff Required
8	1
Number of Children in Care (2.5-3 years)	Number of Staff Required
12	1
Number of Children in Care (3-4 years)	Number of Staff Required
15	1
Number of Children in Care (4-5 years)	Number of Staff Required
20	1
Number of Children in Care (5-7 years)	Number of Staff Required
25	1
***Infinite 8™ Early Childhood Development Program Child/Staff Ratios	
Number of Infant in Care	Number of Staff Required
4	1
Number of Children (Above 3 years)	Number of Staff Required
7	1
Number of Children (School-age only)	Number of Staff Required
10	1

*Source: The United States Office of Personnel Management, *Work-life Reference Materials, Child Care Resources Handbook (USOPM, <http://www.opm.gov/policy-data-oversight/worklife/reference-materials/child-care-resources-handbook/>)*.

**Source: The Office of Early Childhood Development, *Starting Strong II: Early Childhood Education and Care (OECD, <http://www.oecd.org/edu/school/37423404.pdf>)*.

***Source: The Early Childhood Development Agency, *Guide to Setting Up A Childcare Center (ECDA, http://www.childcarelink.gov.sg/ccls/uploads/CCC_Guide.pdf)*.

****The Infinite 8 Early Childhood Development program requires that when the number of children reaches five with a group of infants, a second staff-person is required in order to stay in compliance with the early childhood guidelines recommended by the National Association for the Education of Young Children.

Lead Awareness

Why worry about lead?

Children can get lead from soil into their bodies by putting their hands or toys in their mouths after touching the soil. Too much lead can build up in children's bodies and can lead to lead poisoning. Please consider the following information:

- Most children with lead poisoning do not look or act sick
- Lead poisoning is most likely to affect children 6 years old and younger
- The only way to know if your children have lead poisoning is to have them tested every year from 1 through 6 years old
- Call your health care provider or your local country clerk department, to find out how you can get your children and/or soil tested

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Possible signs of lead poisoning?

- Tiredness or restlessness
- Headaches
- Stomachache or vomiting
- Constipation
- Irritability

What can lead poisoning cause?

- Learning problems
- Behavioral problems
- Hearing problems
- Lower I.Q.
- Kidney damage

How can I ensure my soil is safe?

- **Soil Sampling** – The Environmental Protection Agency (EPA) will test the soil in yards to see if they have unsafe levels of lead.
- **Excavation** – EPA will dig up soil that has unsafe levels of lead and haul it away.
- **Replace Soil & Grass** – EPA is putting in clean soil and sodding yards to replace grass.

Acknowledgements

Material adapted from:

Your Guide to the Omaha Lead Superfund Site,
provided by the U.S. Environmental Protection Agency
for Toxic Substances and Disease Registry (2011):

http://www.epa.gov/region7/cleanup/npl_files/ne_omaha_lead_guide.pdf

LEAD HOTLINE – THE National Lead Information Center
1-800-424-LEAD [5323]

Parent Participation

Parental support and intimate involvement in the developmental process of the pupil is key to not only sustaining, but also enhancing positive results associated with the *Infinite 8™* Early Childhood Development Program. It cannot be understated how important it is to engage the entire village to raise the child holistically. As a result, Character Coaches cannot be afraid to lovingly challenge parents to collaborate and reinforce the *Infinite 8™* principles throughout the week within the mind of the child. Furthermore, Character Coaches should encourage parents to inform any friends or relatives who may be temporarily watching them, what principle and/or particular strength or weakness the child is

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working on, so that they may also reinforce it. The child's weekly principle should be readily communicated to other trusted and responsible care-givers no different than a child's allergic reactions, dietary needs, and current medications.

Nevertheless, parents or guardians of are to be the focal point for an active and evolving parental engagement strategy, such as those outlined below:

- Host a Family/Extended Family Day
- Invite relatives to read
- Create Male/Female targeted events
- Invite friends, relatives, guardians, others, as well as the community to graduation ceremonies
- Facilitate parent-to-parent learning opportunities
- Identify various parental skill sets
- Require each parent to conduct at least 1 workshop or activity within the class per year
- Require attendance to at least 75% or more of parent-teacher conferences

Please note, that while interacting with the parties responsible for the care of each child, refrain from any overt attempt to define the word "family", thereby limiting the possibilities to one's own subjective perception of reality. Also, while working with parents, Character Coaches should politely inquire, as to the background, knowledge, and skill sets possessed by the guardians of each pupil, which will serve as an asset to the classroom learning environment in the form of workshops or exercises, which ultimately will enrich the learning process for all. Finally, Character Coaches should have signed parental contractual agreements on file for each child, which is located in the Appendix (Appendix D), in order to create a mutual obligation and awareness of all interested parties to achieve the desired *Infinite 8™* Early Childhood Development Program targeted outcomes.

Working With at-Risk Youth

Working with populations with high rates of poverty, unemployment, and violence can be complex undertakings for those faithful to the work. Because of America's demographics, the melting pot has created a smorgasbord of socioeconomic problems. But as a Character Coach, you are able to interact with children from the beginning of their most pure state, and mold their development as much as one can, and plant a seed believing that virtue and passion will naturally one day sprout. In the book, "Changing the Odds for Children at-risk: Seven Principles of Educational Programs that Break the Cycle of Poverty" are stated:

- 1) Target interventions to children who need help the most;
- 2) Begin early;
- 3) Engage highly trained professionals;
- 4) Provide intensive interventions;
- 5) Coordinate health, education, and social services;
- 6) Provide compensatory instructional benefits; and

7) Be accountable.

In order to effectively provide the type of sensitive engagement necessary to address many complications faced by at-risk populations, it is necessary to be able to tap into a host of targeted allies. We encourage our partnering organizations to reach out and foster relationships with local non-profit organizations, providing vision screenings as well as physical health and behavioral health screenings. Local colleges and universities also can be of help. Childcare Professionals should constantly be searching for new networking opportunities that might provide access to needed resources for their children. Finally, we encourage our partnering organizations to constantly widen their base of knowledge, continually progressing in their chosen area of interest. It is of the utmost importance that those teaching the children to adapt and chase eternal progression, must be seeking those objectives themselves. Above all love them with all your soul if nothing else.

Acknowledgements

Material adapted from:

Nueman, Susan B., "Changing the Odds for Children at-Risk: Seven Principles of Educational Programs that Break the Cycle of Poverty". Santa Barbara: ABC-CLIO, inc., 2008. Reference the following article, "Use the Science of What Works to Change the Odds for Children at-Risk," by Susan B. Nueman:

http://www.pdkmembers.org/members_online/publications/Archive/pdf/k0904neu.pdf

Bullying Prevention

Bullying is a serious issue that continues to persist in U.S. education. In the U.S., observational studies have slowly begun to appear, recording and analyzing the hostility in preschool classrooms. Ostrav et al. (2004) observed 60 preschool-aged children working together on a task with limited resources. When the children realized there were not enough materials for everyone, hostile interventions quickly began. The study reported that both boys and girls used aggression to gain access to resources. The majority of boys used physical aggression, whereas girls in the study engaged in relations aggression. In another study, Ostrov and Keating (2004) not only documented aggression as early as two and a half, but found such behavior to be relatively stable and grow more serious as children move into the elementary years.

STEP 1: Establish Positive Relationships with Families

- **Be Proactive:** First, take the lead and introduce yourself to families. Do not be cautious about sharing your hopes, dreams, and expectations for the class (or program) and for each child individually.
- **Be Collaborative:** Work together with families. Ultimately, your goals and theirs are the same—to provide a safe, caring environment in which their children will flourish.
- **Be Positive:** If you are attentive and aware, you can spot positive behavior or improvement in a child's life. Encouragement may provide the necessary support to facilitate positive change.
- **Be Direct:** Keep families informed about the child's positive

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behavior, but be direct when concerns arise—immediately and in a straightforward manner. When presented to them honestly yet empathetically, parents can accept reports of problems or missteps. If you have a serious matter to share, request a face-to-face meeting. Writing a “laundry list” of concerns might put a family on the defensive and prevent a positive and immediate resolution to the problem.

- **Be Open to Communication:** Try to provide information to families on a regularly scheduled basis. Let families know how and when to best reach you. An “open door” policy will encourage collaboration and positive problem solving with families.

- **Be Sensitive:** Demonstrate respect, sensitivity, and understanding toward all family compositions and cultures. Activities at school or within a program should reflect this attitude. For example, an alternative to making Mother’s Day or Father’s Day cards might be to have children design “Family Day Cards”. It is vital to help children understand their own families or cultures of origin. Validating each child’s own situation is critical for the child’s positive development.

- **Be a Problem Solver:** A child’s family will typically hold the most helpful information regarding the child. Asking how to calm the child when he or she is upset or asking about the things that motivate the child may prove helpful when planning for that child’s success.

STEP 2: Help Families Understand and Deal with “Normal Conflict”

Parents or guardians often have unrealistic expectations for their children. They may not understand what behaviors are developmentally appropriate for their children. The following are “normal” social behaviors among three-year-olds:

- Three-year-old children will typically play beside each other, but not in a give-and-take fashion.
- Asking, sharing, and compromising are not options that a three-year-old understands.
- Conflict between children is inevitable.
- Having positive relationships involves learning how to share and work together cooperatively.

When conflict does occur, teachers and parents can institute effective intervention. Give clear messages that hurting others is not okay and follow these guidelines:

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- State that there are consequences for biting, hitting, throwing objects, or hurting a friend with unkind comments.
- Offer a fair solution. For example, say, “Hitting will not get you a turn on the tricycle. After [other child’s name] rides around the playground one time, then it will be your turn.”
- Help to put the solution into action.
It is important to recognize the typical conflict that the younger child engages in and the possible resolution styles that are most effective when intervening.

STEP 3: “Bully-Proof” Each Child

If a child is reporting bullying behavior, parents may not be aware of their options with the school or childcare center. As role models, teachers and childcare providers should make parents aware of these options to curb bullying. The following are helpful strategies:

- Practice with your child the protective strategies of “TALK, then WALK, then GO FOR HELP”.
 - Encourage your child to “tell” or “report” bullying behavior. Reassure the child that it is not considered “tattling” if he or she feels unsafe.
 - Let the school or childcare provider know about any concerns immediately.
 - Keep a record of times, dates, names, and circumstances to show a pattern of concern.
 - Urge your school or childcare program to adopt a clear conduct code that enforces a unified approach to consequences paired with positive, respectful, inclusive expectations.
- At home, the family should work with the child to increase his or her self-confidence:
- Be specific about your child’s strengths (e.g., kind, caring, good artist, hard-working, helpful, good athlete).
 - Teach and encourage your child to share feelings and express anger appropriately.
 - Build social skills early.
 - Encourage friendships. Even one good friend helps a child feel included.
 - Arrange well-supervised “play dates” to promote friendships.

Acknowledgements

Material adapted from:

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McCarnes, K., K. Nelson, & N. Sager. 2005. *Bully-proofing in early childhood: Building a caring community*. Longmont, CO: Sopris West Educational Services.

Ostrov, J.M., K.E. Woods, E.A. Jansen, J.F. Casas, & N.R. Crick. 2004. An observational study of delivered and received aggression, gender and social-psychological adjustment in preschool: "This White Crayon Doesn't Work..." *Early Childhood Research Quarterly* 19: 355-371.

Ostrov, J.M., & C.F. Keating. 2004. Gender differences in preschool aggression during free play and structured interactions: An observational study. *Social Development* 13: 255-277.

Health Screenings

10 Vital Health Screenings Your Child Needs

1. Newborn Screenings
 - a. **The Apgar Score** – the first test a baby will have after birth, evaluates the baby's color, heart rate, activity, muscle tone and response to stimulation. This test determines if the baby's depressed, under stress or lacking oxygen – and if intervention is needed.
 - b. **The Metabolic Screen** – is a heel prick test – and done 48 hours after birth. The blood is tested for a host of metabolic and genetic disorders like hypothyroidism and sickle cell disease.
 - c. **The Brainstem Auditory Evoked Response (BAER)** test – also done in the hospital, evaluates the infant's brain stem level, is non-invasive, and can detect deafness early on.

2. Head Circumference
Measured at every well visit from 0-2 years old, head circumference is an important tool for pediatricians. If skull growth is too slow, it could mean that growth is too slow, it could be that the seams of the skull are fusing too early, or that the infant has a congenital infection or developmental delay. Rapid head growth, alternatively, could indicate a serious condition like hydrocephalus.

3. Developmental Screenings
 - a. Eye Contact
 - b. Social Interaction & Play
 - c. 18-24 month Modified Checklist for Autism in Toddlers (M-CHAT)

4. Height and Weight

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At every healthy visit, these two measurements will determine the Body Mass Index (BMI), which is in fact the best way to identify a child's risk for being overweight or obese. BMI can also point out eating disorders.

5. Hemoglobin

At 1 year and 2 years old, a child's hemoglobin will be tested for iron deficiencies. "If you are anemic, your brain doesn't work well and you can lose I.Q. points over time," said Dr. J.J. Levenstein, a board certified pediatrician and founder of MDMoms.com; who added that anemia can also affect your child's activity. "It's a big stressor on the heart, the brain, the cardiovascular system, and even on growth."

6. Lead

Approximately four million homes house kids who are being over-exposed to lead, according to the CDC. Lead exposure can affect your child's I.Q. and high levels can be toxic. A blood test to determine exposure may also be ordered.

7. Vision

The American Academy of Pediatricians, recommends children see an eye doctor every year between the ages of 3 and then every other year.

8. Scoliosis

Scoliosis, an abnormal curvature of the spine, affects approximately five to seven million people in the U.S., according to the American Chiropractic Association. The condition usually slows up around the ages of 10 to 15. As soon as your child can touch their toes, they should be screened, because it can be more severe later.

9. Safety

Questions regarding pets in the house, medications used by other family members, where the child's crib is placed, if you have a pool, and if there are guns in the home, are all questions that may provide relevant insight. Pediatricians often ask about bullying a child's sexual behavior, and concerns of drug use and academic performance.

10. Diabetes

Kids with both type 1 and type 2 diabetes has increased more than 20 percent since 2001, according to *SEARCH for Diabetes in Youth Study*. If the child is losing weight or has excessive urination, your pediatrician may test him or her for type 1 diabetes. Kids with type 2 diabetes usually gain weight, are sluggish and are not active. If your child has a darkening and velvety texture of the skin around the neck or under the arm pits – he or she should be screened for high levels of insulin, lipids, and cortisone.

Acknowledgements

Material adapted from:

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Reference the following article, “10 Vital Health Screenings Your Child Needs,” by Julie Revelant:
<http://www.foxnews.com/health/2013/02/26/10-vital-health-screenings-your-child-needs/>

Infinite 8™ Universal Calendar 2014 (See Appendix G)

In 2014, Infinite 8 Institute, was proud to release our Universal Calendar, allowing individuals as well as organizations, to join others by working on the same principles at the same time, allowing for accountability, encouragement, and unity. The Calendar also provides a universal curriculum, which can reinforce the character and non-cognitive development of participants as they go from one organization to the next, further enhancing outcomes. The calendar is to be distributed to the parents of each individual child, as a reference for the parents/guardians to be aware of the *Infinite 8™* skillsets to be reinforced within the home. Various activities can be scheduled around the Universal Calendar. For example, community service projects or environmental projects can be implemented during Humility Week. The 2014 Calendar is included in the Appendix, to be copied and distributed to parents/guardians and other relevant care-takers as necessary.

Supplemental Readings

- 1.) ***The Great Didactic*** by John Amos Comenius (Character Development) – 332 pages
- 2.) ***How to Shape Character*** by John Amos Comenius (Character Development) – 16 pages
- 3.) ***Giving Kids a Fair Chance*** by James J. Heckman (Non-cognitive Learning) – 152 pages
- 4.) ***How Children Succeed*** by Paul Tough (Character Development/Non-cognitive Learning) – 256 pages
- 5.) ***Whatever It Takes: Geoffrey Canada’s Quest to Change Harlem and America*** by Paul Tough (At-Risk Youth) – 336 pages
- 6.) ***Changing the Odds for Children At-Risk*** by Susan B Neuman (At-Risk Youth) – 240 pages
- 7.) ***That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back*** by Thomas Friedman (Globalization/Modernization/Futurism) with special emphasis on the following sections: Chapter 1: If you see something, Chapter 4: Up in the Air, Chapter 5: Help Wanted, and Chapter 7: Average Is Over – 432 pages
- 8.) ***Peaceful Piggy*** by Kerry Lee MaeLean (Mindfulness Meditation/Socio-emotional Learning) – 32 pages
- 9.) ***Moody Cow Meditates*** by Kerry Lee MaeLean (Mindfulness Meditation/Socio-emotional Learning) – 32 pages
- 10.) ***Mindful Monkey, Happy Panda*** by Lauren Alderfer (Mindfulness Meditation/Socio-emotional Learning) – 32 pages
- 11.) ***Anh’s Anger*** by Gail Silver (Mindfulness Meditation/Socio-emotional Learning) – 40 pages

TOTAL READING = 1900 pages

Appendix (Forms)

- A. Weekly Character Chart
- B. Bi-Monthly Progress Report
- C. Field Trip Form
- D. Developmental Checklist
- E. Parental Agreement Form
- F. Graduate Certificate
- G. *Infinite 8™* 2014-15 Universal Calendar

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WEEKLY *Infinite 8™* Principle: _____

Dates: ____/____/____ to ____/____/____

Character Coach: _____

Age Group: _____

Weekly LEID/Backup: _____/_____

Weekly Character Chart										
Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Progression	Mastery (1-5 pts.)	Notes
1.								U/I/S		
2.								U/I/S		
3.								U/I/S		
4.								U/I/S		
5.								U/I/S		
6.								U/I/S		
7.								U/I/S		
8.								U/I/S		
9.								U/I/S		
10.								U/I/S		
11.								U/I/S		
12.								U/I/S		
13.								U/I/S		
14.								U/I/S		
15.								U/I/S		
16.								U/I/S		
17.								U/I/S		
18.								U/I/S		
19.								U/I/S		
20.								U/I/S		
21.								U/I/S		
22.								U/I/S		
23.								U/I/S		
24.								U/I/S		
25.								U/I/S		

*U = Unsatisfactory, I = Improving, S = Satisfactory.

** 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Above Average, 5 = Excellent.

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Dates (MM/YY): _____ / _____ to _____ / _____

Character Coach: _____

Age Group: _____

Bi-Monthly Progress Report										
Name	Self-discipline	Self-responsibility	Persistence	Fearlessness	Excellence	Foresight	Character	Humility	Overall Progression	Overall Grade (/40pts.)
1.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
2.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
3.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
4.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
5.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
6.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
7.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
8.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
9.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
10.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
11.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
12.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
13.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
14.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
15.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
16.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
17.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
18.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
19.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
20.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
21.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
22.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
23.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
24.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40
25.	/5	/5	/5	/5	/5	/5	/5	/5	U/I/S	/40

*U = Unsatisfactory, I = Improving, S = Satisfactory.

** 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Above Average, 5 = Excellent.

Infinite 8™ Early Childhood Developmental Checklist

Child's Name _____ Observer _____

0-5 Years

Developmental Checklist		*Total Points	Comments	Date
1 pt.	Can follow instructions	/1		
1 pt.	Can walk/run/make complicated movements	/1		
1 pt.	Can play in solitude and in groups	/1		
1 pt.	Can eat by themselves	/1		
1 pt.	Potty Trained	/1		
1 pt.	Can say a dozen words/put sentences together	/1		
1 pt.	Recognizes primary colors (Yellow, Blue, Red)	/1		
1 pt.	Can write name	/1		
1 pt.	Can ask questions	/1		
1 pt.	Can count to 20	/1		
*Total Points		/10	X 10 = /100 %	

-FIELD TRIP PERMISSION FORM-

SCHOOL: _____

Field Trip:

Date/Time:

Venue:

Fee:

Program:

Teacher-in-charge:

Accompanying Adults:

(Tear Here)

-PARENT/GUARDIAN REPLY SLIP-

Field-Trip:

Date/Time:

Teacher-in-charge:

I, _____, the parent/guardian of _____

***allow/do not allow** my child/ward to participate in the above field trip.

Signature _____

Date _____

**Please circle where appropriate.*

- PARENTAL AGREEMENT-

Child's Name: _____ Child's Date of Birth: _____/_____/_____

Company/Institution Name [if applicable]: _____

-JOINT COLLABORATIVE AGREEMENT-

The undersigned "Parent/Guardian", for himself/herself, his/her personal representatives, heirs and next of kin, in consideration of the non-cognitive or character development of the designated child, in collaboration with the child's early childhood institution _____, whether offsite, or on field trips as a volunteer, whether with other friends or family, or in any other aspect of the child's life, receipt of which is hereby acknowledged, voluntarily and knowingly executes this Joint Collaborative Agreement [hereby "Agreement"], with the express intention of furthering the child's overall welfare. The signed Parent/Guardian, also gives release and indemnification in favor of the child's early childhood institution _____ (including officers, directors, members, agents, servants, employees, and assigns), concerning the practice of a Mindfulness Meditation in the form of "Daily Sitting Sessions" according to the Agreement.

Child's Name [Print]: _____

Parent/Legal Guardian Name [Print]: _____

Parent/Legal Guardian [Signature]: _____

Today's Date: _____/_____/_____

Infinite 8™ Institute, L3C

Early Childhood Development Program
Certificate of Completion
Presented To

Awarded For Attainment of Developmental Outcomes
Level 1 - Early Childhood

On _____/_____/_____

Ean Garrett, J.D.
President/Founder
Infinite 8 Institute, L3C

Infinite 8™ Universal Calendar 2014-15

Jan 2014	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
Feb 2014	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	1
Mar 2014	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
Apr 2014	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	1	2	3
May 2014	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Jun 2014	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Jul 2014	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
Aug 2014	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6

Sep 2014	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	1	2	3	4
Oct 2014	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
Nov 2014	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
Dec 2014	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
Jan 2015	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Feb 2015	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Mar 2015	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Apr 2015	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
May 2015	3	4	5	6	7	8	9
	10	11	12	13	14	15	16