**Early Childhood Studies: CLD363 Field Education Learning Plan**

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**Plan number: 1**

**Video Observation Title: Child as Teacher**

**Students will plan an inclusive group activity based on a video observation and interpretation.**

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| What do the children already know and what do they want to know more about? |
| A child discovered how to blow bubbles using his hands from the bubble bin. He then shared his experience with others (basically his teacher) and taught them how to make bubbles out of his hands. The child acted the role of an educator and his knowledge became more specific as he explained what he knew. Other children showed interest in what he and the educator were doing and followed along with his actions as well. |
| How will your activity build on the children’s interests? |
| The child enjoyed sharing his knowledge with others. He enjoyed telling the educator how to make bubbles out of his hands. My activity will build on children's interests as they will be acting out as teachers and sharing their culture with the rest of the children. The children will bring something special (cultural and traditional) to them from their house and share it with the class. The things they bring does not have to be objects, rather can be anything that represents their culture and identity. They can bring traditional toys, books, and actions such as teaching us how to traditionally bow in Korean’s New Year. They can even share their favorite songs with the class and teach the rest how to sing them. |
| Given that your observations are based on limited information, what else do you wish you knew about the children and their environment? |
| Other information I wanted to know about the children is their knowledge in other areas. If I knew what the children already knew about and what else they showed interest in, I would have asked the children to share their knowledge with others right away instead of making them bring something special from their houses and share it with the class. |

**Age Group Preschool Age (3~5)**

**What resources/materials are needed to implement this experience?**

Anything the children wants to share and tell can be brought in the environment. There is not much that the educator can bring in this learning experience. However, the educator can bring books, toys, songs in different languages, and etc. from different cultures to help children understand how other cultures are different from theirs.

**Experience Planning Outline**

Describe the opening, middle and closing of the experience.

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| **Opening** (*How will you draw attention to the experience to promote organic exploration?*) | **Middle** (*Describe your plan in detail - What will happen?*) | **Closing** (*What are some ways you can scaffold this experience to expand on the children's learning and interests?*) |
| This activity would be implemented during the circle time. In a space where everyone can sit comfortably, I will gather up the children and allow them to share about their ‘special things’ one by one.  By sharing my own culture as a starting point, the children will have a sense on what we are doing and how the activity will be done. | The children will have the opportunity to express their knowledge and share who they really are. They will be teachers and will be sharing their culture, traditions, and identity with the class.  While doing so, the rest of the children will listen carefully with respect. If there is a child who wants to share something we can do as a class, we will follow it as well.  For example, if someone wants to teach the class about their traditional dance or a song, as a class, we will all participate and follow the child. This way the children’s knowledge will be more specific as they explain what they already know. | Encouraging the children to step into the role of instructor helps the children's knowledge be more explicit. This activity not only gives the children a chance to review what they already know, but it also allows them to understand different cultures and ways of learning.  To expand on children’s learning and interest, inviting their parents and family members into the classroom can also be a way to help children feel included in the environment. Through the collaboration with families, children will once again be able to express who they are and build a sense of self, as well as a sense of community. |

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| Describe your role in supporting children's engagement with this experience. |
| My role as an educator is to encourage the children to step into the role of an instructor. It is the educator’s job to encourage the children to share their knowledge with the class and help them feel comfortable in the environment. I can raise my hand to ask questions about their topic, like how the children usually would do to an educator, as they are being the teacher for the moment. I will make sure that everyone can share something about themselves. Also, it is important to guide the children to be respectful while listening to all of the presentations. |

**Think, Feel, Act (2013)**

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| **Describe how the experience supports/reflects four of the six foundational conditions outlined in Think, Feel, Act (2013).** |
| 1. Connection is key- The activity allows children to connect with the educator, friends, families, and most importantly with themselves. As developing a relationship is one of the key factors to foster effective learning and development within the children, allowing the children to share something about themselves provides engagement, a sense of belonging, and a chance to express who they are (Think, Feel, Act, 2013). |
| 1. The Environment is a Teacher- As we encourage the children to share about themselves, the environment will be decorated with their culture as well. Creating an environment that acknowledges diversity allows the children to have a sense of belonging and learn who they are (Think, Feel, Act, 2013). Through this activity and by interacting with the things around them, children are able to learn that we are all the same. |
| 1. Pedagogical leader- My learning activity supports pedagogical leadership as the activity involves family involvement. As this foundation requires collaborative work with other adults, interacting with the families can help support the children's learning through combining multiple perspectives of the view of their children (Think, Feel, Act, 2013). |
| 1. Everyone is Welcome: Inclusive Early Childhood Education and Care - When you are in an environment that represents you and respects your identity, they are able to lower their stress and become comfortable within the environment (Think, Feel, Act, 2013). This activity is about acknowledging everyone’s culture by sharing, singing, playing, listening and seeing. This activity is allowing everyone to feel and know that they are all welcomed in the environment. |

**The Truth and Reconciliation Commission of Canada: Calls to Action (2015)**

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| How will your plan be informed by the Truth and Reconciliation Commission of Canada: Calls to Action (2015)? |
| This learning plan can incorporate the 12th call to action, developing culturally appropriate early childhood education programs for Aboriginal families (Truth and Reconciliation Commission of Canada, 2015). Since the activity includes sharing one's culture and inviting families, it is a great opportunity to invite Aboriginal families and elders into the classroom and share their world views. Moreover, as this activity contains elements that allow the children to freely express themselves, it can be a chance for the Aboriginal families and children to represent their identity and who they are. |

**Anti-Black Racism**

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| How will your plan address anti-Black Racism? |
| Similar to the incorporation of the TRC, Anti-Black Racism can be addressed through the activity as well. Sharing one's culture and sharing something special about themselves with others, allows other children to realize that we are all the same people. It shows that no matter the skin colour, we are all the same people. Although our cultures and traditions are all different around the world, we all like to eat, sleep, play and love our friends. Moreover, in order to make an inclusive and welcoming environment, focusing on building relationships with children and families is important. As this activity invites children and their families into the classroom and allows them to express themselves, building a relationship will be easier. I think having a reciprocal relationship makes it easier to understand their lived experiences, needs and current situations of the family. By collaborating with families and building relationships, we could possibly support diminishing the idea of anti-black racism within the community and the early childhood setting. |

**College of Early Childhood Educators *Code of Ethics and Standards of Practice* (2017)**

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| How will your plan incorporate the College of Early Childhood Educators *Code of Ethics and Standards of Practice* (2017)? |
| This learning plan will incorporate the CECE Code of Ethics and Standards of Practice (2017) by taking responsibility for children and the families. Respecting children's culture and their uniqueness through on-going interaction and engagement allows a sense of belonging to grow within the environment. The activity recognizes this and also addresses the diversity of families by providing meaningful opportunities in expressing themselves and acknowledging their sense of self. |

**Questions for Self-Reflection**

**Describe how the experience that you provided engaged the children.**

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| What possibilities did the experience create?  This experience created possibilities in getting to know the children and their families better. By sharing children's personal stories and viewpoints, children were able to learn about the different cultures and uniqueness everyone has. The experience made the children develop an understanding of their own and develop an awareness of racial differences. |
| What kinds of learning might have taken place? How would you know that this learning took place?  I think the children learned to accept diversity and respect those differences during the activity. Learning that we all come from different places, but yet, are still the same people, children would realize that everyone is special and unique just like themselves. Interacting and engaging with one another during the activity provided opportunities for the children to develop their relationships with one another. Moreover, I also think that by sharing something special about themselves, children are able to gain a sense of pride in who they are. |
| What next steps might you take to extend the experience?  To extend the experience, I could possibly create another 'teaching' time where the children teach the rest of the class, their favourite types of play. As the children already had an opportunity to introduce who they are, sharing what they like can help the children get to know each other more. |
| What might you do differently when planning for this inquiry if you knew more about the children and their environment (i.e., in a real life situation)?  In a real-life situation, the first thing I would consider before planning this activity would be children's characteristics. There may be situations where children may have a hard time expressing themselves in front of others or have a hard time connecting words. There also may be situations where children are not able to speak English, as it is not their first language. I would have to consider these factors and decide the type of learning activity I plan to make. |

**Faculty Advisor Comments:**

**(to be completed by Faculty Advisor)**

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| Describe how the experience engaged the children | What big ideas did the children explore? | What possibilities did the experience create? |
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References

College of Early Childhood Educators. (2017). *Code of ethics and standards of practice: For registered early childhood educators in Ontario.* College of Early Childhood Educators. <https://courses.ryerson.ca/d2l/le/content/456543/viewContent/3493469/View>

Think, Feel, Act: Lessons from Research About Young Children. (2013).<https://www.ontario.ca/page/think-feel-act-lessons-research-about-young-children>

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