



NC GLOBAL DISTINCTION

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Department: Early Child Care Education

World region:

Africa

Asia

* Europe and the European Union

Latin America

Middle East and Muslim civilizations

Other

Course information and description: EDU-251 Exploration Activities: This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.

Number of students enrolled in course: 6

Description of module: Cultural Awareness Through Children's Literature in Science, Technology, Engineering, and Mathematics (STEM)

Student Global Learning Outcomes (list 2-3):

- Students will be able to analyze the perspectives of people, groups, and schools of thought relating to Europe.
- Students will be able to understand how to implement science, technology, engineering, and mathematical activities based on cultural traditions through children's literature.

Student Global Learning Activities (list 2-3; for each activity, describe objectives, procedures, assessment and follow-up):

Global Learning Activity 1

Pre-Assessment:

1. Students will participate in the following discussion to demonstrate what they already know about Italy and Greece. This discussion will be analyzed and shared with students during our face-to-face session to show "the single story" that students may have about each country and its people.

Discussion:

In a brief discussion, explain what you already know about Italy and its people, as well as Greece and its people. Information can include their individual locations, facts, languages, delicacies, as well as tourist



attractions. Keep in mind, this information you are writing should be information that is background knowledge about the countries; you should not do any research prior to this discussion.

In-Class Activity (Briggs Technology Building: 201, 6-8 pm):

1. Students will watch *The Danger of a Single Story* (TED, 2009).

2. Next, we will discuss the importance of being culturally and globally aware, and the importance of learning and teaching about different cultures in early childhood education. We will read *Multicultural Teacher Education and Diversity Practices in Early Childhood* (Djonko-Moore, Jiang, & Gibson, 2018), and discuss important details within the journal.

3. Then, we will review the information gathered from our pre-assessment discussion post. During this time, we will determine what information we know is accurate, what we still have questions about, and discuss how a “single story” can negatively impact our society and beliefs. Information will be written on chart paper with the students present to promote collaboration.

4. After, we will begin working together to build a six (6) point lesson plan for preschool/kindergarten students, and talk about ways to explore culture through a European lens by using children’s literature. To begin, I will provide a children’s literature book for the class to use. The following lesson was created by myself and the students enrolled in the course on September 23, 2019.
 - a) **Children’s Literature Book:** *Strega Nona* (DePaola, 1987).
 - b) **Standards:** K.G.1: Use geographic representations and terms to describe surroundings. K.G.2: Understand the interactions between humans and the environment. RL.K.5:
 - c) **Vocabulary:** *priest, sister, convent, compliments*
 - d) **Activity:**
 - Before reading, students will use a globe/world map (Europe, 2017) to learn where the setting of the story takes place (Italy).
 - Next, students will be provided with a coloring sheet of the Italy flag (Italy on Crayola.com, n.d.) to become more familiar with. Then, students will compare the flag of Italy and the United States of America.
 - Students will listen to “Funiculi, Funiculà” by Luigi Denza (The Spirit of Orchestral Music, 2016), view photographs of Italy while identifying different landforms, and listen to the Italian language through a children’s literature read aloud called *The Four Friends* (BookBoxInc, 2011).
 - After, students will then follow along as I read aloud *Strega Nona* (DePaola, 1987).
 - **STEM Activity:** Students will be able to touch, feel, taste, and smell pasta noodles and identify the five senses they used to learn more about it.
 - e) **Assessment:** Students will retell the story by drawing a picture of the beginning, middle, and end, then tell the teacher a fact of Italy that they learned during the lesson.



Global Learning Activity 2

Online Moodle Activities:

Module Discussion/Reponses:

Discussion:

Culturally responsive teaching (CRT) provides a framework for examining multicultural practices that lead to increased engagement, motivation and academic success around children (Djonko-Moore, Jian, & Gibson, 2018). As teachers and caregivers, it is important that we introduce geographic representations and terms to describe surroundings to our students, and help our students understand the interaction between humans and their environments.

In your post, name a children's literature book that you could read in your classroom that would introduce children to European Culture. Students should utilize the International Children's Digital Library (ICDL-International Children's Digital Library, n.d.) to help expand his or her knowledge of European children's literature. Next, list two teaching strategies that you would implement throughout the book (ex: explaining the setting). After, explain a STEM activity that you could implement that would help students make connections with the text and gain a deeper understanding of the real-world concept.

Responses (minimum one (1) this week):

When responding to your class peer, name one activity that he or she could implement that would help his or her students gain a deeper understanding of the real-world concept being taught.

*Note: Please do not post the same response twice. Collaboration with colleagues allows for educators to learn from one another.

Global Learning Activity 3: *STEM Through Children's Literature Within Europe*

Students will be provided the peer-reviewed journal articles, *Rights of the Child and Early Childhood Education and Care in Europe* (Herczog, 2012), and *Intellectual Pursuits of Young Children through Picture Book Literacy, Focusing on Italian Preschools* (Beltchenko, 2016). Students are expected to construct a course module essay by answering the following questions within their paper.

*Template requirements:

- Cover sheet (include title of essay/course/student name/course instructor name)
- 3-4 pages (not including cover sheet)
- 12 font size
- Double spaced



*When completing this essay, the following questions must be resolved and expounded upon:

- How does Early Child Care Education in Europe compare to the United States/North Carolina?
- How does Early Child Intervention benefit all children in Europe ages birth through five years?
- How do children's literature books in Italy play a vital role in daily instruction and play?
- How does children's literature in Italy and the implementation of STEM help students make connections?

Assessment: End-of-Module Moodle Test

EDU-251 Exploration Activities students will be assessed on the module content through an online Moodle test Thursday, September 26, 2019-Tuesday, October 1, 2019. This assessment consists of 10 questions. Students are provided 20 minutes to complete the test. Questions were created and pulled from *Dual Language Learners (DLL) and Culture* (North Carolina Foundations Task Force, 2013) and *The Importance of Families* (North Carolina Foundations Task Force, 2013).

1. In education, Dual Language Learners are only learning English as a second language.
 - a. true
 - b. false- DLL children are also growing up in a culture that is different from the culture of an English-speaking home.
2. There are _____ Dual Language Learning Stages.
 - a. 2
 - b. 3
 - c. 4
3. Teachers and caregivers must also think about the _____ that children experience in their families and communities.
 - a. background
 - b. culture
 - c. theories
 - d. religion
4. Culture children experience can impact how they use their _____.
 - a. emotions
 - b. knowledge
 - c. language
5. In order to meet the needs of Dual Language Learners, teachers need to consider _____ in cultural practices and _____.
 - a. religion, background knowledge
 - b. variations, language differences
 - c. multicultural diversity, background knowledge



6. Teachers and caregivers must be sensitive to cultural differences in how and what children learn across all areas of their development.
 - a. true
 - b. false

7. _____ is/are the first and most important teacher(s) in a child's life.
 - a. Grandmothers
 - b. Preschool
 - c. Daycare
 - d. Family

8. Family members can provide unique insights to a child's development. Particularly, what form of development?
 - a. academic
 - b. language
 - c. social
 - d. emotional

9. Teachers and caregivers should focus on what a child does not know in order for them to contribute to their education.
 - a. true
 - b. false- Instead of thinking about what a family or a child does **not** know or understand, we should consider and honor what they **do** contribute to the education of their own child and to the classroom.

10. Teachers and caregivers can foster _____ or _____, depending on how they relate with the family members of their students.
 - a. trust, distrust
 - b. positive, effective
 - c. respect, disrespect



Resources and References used in the creation of the module (e.g. books, articles, etc.)

References

Beltchenko, L. (2016). Intellectual Pursuits of Young Children Through Picture Book Literacy, Focusing on Italian Preschools. *Gifted Child Today*, 39(3), 145–153. doi: 10.1177/1076217516644636

BookBoxInc. (2011). *The Four Friends*. Retrieved from <https://www.youtube.com/watch?v=47-i0nzIEC8>

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Djonko-Moore, Jiang, & Gibson. (2018). Multicultural teacher education and diversity practices in early childhood. *Journal for Multicultural Education*, (4), 298. <https://doi-org.ezp.waldenulibrary.org/10.1108/JME-07-2017-0041>

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