# Projects for learning - Identity, culture and strengths

This template has been designed for use during a preschool or early intervention class closure or extended absence. It is a resource that teachers can use to plan for children’s continuity of learning in the home environment while they are unable to access formal early childhood education. It has been designed to help teachers work with families to continue their child’s learning through planned experiences.

Links to the Early Years Learning Framework (EYLF) and the teaching and learning planning cycle are included throughout this template.

## Planned learning

### **Observations of learning and current interests of children**

**Include observations from home and preschool.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### **Intended learning outcomes**

The child/ren will:

* develop an awareness of who they are as an individual and their identity
* develop a sense of cultural identity and awareness of other cultures
* demonstrate an understanding of themselves and their connection to community
* maintain home language to construct meaning
* contribute to shared play experiences
* participate and collaborate with others to solve problems.

### **Intentional teaching strategies**

**Consider how the learning outcomes will be promoted through your actions, conversation and questions. Draw on strategies from each of the five learning outcomes.**

* Participate in group picture talks about families and who is in them: discussing language such as mother, father, brother, grandmother, aunt, uncle, etc.
* Introduce a range of vocabulary to the children: language, community, world, country, culture, celebrations and customs as the unit progresses in context.
* Discuss ‘home language’ with the children and invite family members to ‘talk’ in their home language. Acknowledge differences and similarities of cultures and customs.
* Encourage children to represent their experiences in their play and create a positive attitude with children. Model communication strategies with children.
* Explore where different countries are located in the world and look at countries that families are connected to.
* Model a range of art and craft ideas when constructing homes that the children live in. Children contribute with their own ideas to the writing and illustrations supporting early literacy and promoting confidence to make meaning.
* Use reflective thinking to explore the differences and similarities in the world and help children to find ways to appreciate everyone's diversity.
* Use open ended questions so that children experience the benefits and pleasures of shared learning and cooperation.
* Provide opportunities for children to develop an awareness of who they are as an individual and their identity.
* Ensure that children develop a sense of cultural identity and awareness of other cultures.
* Provide opportunities to contribute to shared play experiences.
* Actively support the maintenance of the child’s home language and culture.
* Encourage children to communicate in their home language and provide opportunities to learn new vocabulary in their home language.

### Holistic approaches to learning

|  |  |
| --- | --- |
| Concepts to be developed  (Draw on the outcomes of the Early Years Learning Framework and consider how these provoke higher order thinking) | Experiences and resources for various learning environments  (Think about learning which may occur in various spaces across the day – indoors, outdoors, small and large group times and during routine times) |
| Identity in relation self  Develop an understanding of themselves in relation to self-identity | **Self-Identity**  *Inquiry Question: Who am l?*  Discuss with children how we are all unique and what makes me different and similar to my friends.  Using mirrors, children identify the features of their face and draw these features using felt tip pins/crayons/pencils.  Children gather a range of natural materials outside to create the features of their face after looking at themselves in the mirror.  Children create a sculpture of themselves identifying the features of their body. Using a range of materials children construct a sculpture of themselves. Children discuss this sculpture of themselves and their features.  Create a personal poster featuring photos, pictures or drawings related to the child’s family, pets, likes, dislikes, interests.  Identify jobs that our family do around the home ie putting rubbish in the bin, making the bed, feeding pets etc. Discuss with children, the similarities and differences between the expectations and types of jobs within families.  Children look at pictures of bedrooms and discuss the features of the bedroom, as well as identifying what makes it unique.  Children draw a map of their bedroom and create their bedroom using blocks and other loose parts.  Using craft materials/loose parts, children construct a 3D model of their bedroom. |
| Identity in relation to family  Develop an understanding of themselves in relation to their family | **Family**  *Inquiry Question: Who is my family and how do l fit in my family?*  Read stories about different types of families, what families do together.  From a family photo, children draw a picture of their family using felt tip pens/crayons/pencils  What types of activities do your family enjoy together? Children can represent the experiences they enjoy sharing with their family (drawing, play-doh, building blocks)  Collage of the different activities that your family participate in each week. Discuss the similarities and differences between families.  Discuss culture/language/food/celebrations that occur in your family. Share photos of your families’ special celebrations.  Discuss with children the different types of homes that families live in. Children represent their home using drawings or construction. Extend the discussion to include who lives in your house? Extended family, etc. |
| Identity in relation to community  Develop an understanding of themselves in relation to their community | **Community**  *Inquiry Question: How do l connect with the community*  How is my family involved in the community? (School, library, shops, playgrounds, sporting teams, special places etc)  Children build a picture gallery (photos, drawing, models) of the special places their family go in their communities.  Talk with children and families about what they do at these special places  Provide opportunities for this information to be shared (books, slide show, video)  Provide some stories (book or readings of books) about what families do in communities. Going to the doctor; going to the dentist, going to the river, going to the beach, going to church, going to the library, going to school, going to soccer  Share similarities and differences between children |
| Identity in relation to world  Develop an understanding of themselves in relation to their world | **World**  *Inquiry Question: How do l connect with the world?*  Discuss with children how they are connected to the world through their family.  Look at a map of Australia and where we live. Discuss with children how we are connected to Australia and how we connect to Australia when we see the Australian flag. What it means to us?  Use a map of the world: create links by displaying children’s photos with a caption (in their words-child’s voice) explaining their families’ connection to that country. (This includes children’s connections within Australia)  Look at flags from different countries that match the country that the children’s family has a particular link or connection. Ask families to bring in items to share with the children and discuss what it is and its significance to their heritage, ie sari, henna, turban etc.  Discuss celebrations that are significant to that country and Australia. Read texts about children living in different countries, discuss. Read texts about such celebrations.  Discuss with children the significance of ANZAC day, by reading a range of texts to the children.  Using loose parts or paint, children can create and paint poppies. |

### Evaluating the learning experiences

#### Observations of learning

(Reflect on the learning intentions as you consider these prompts)

How did the child respond – what did they do, what did they say?

What did the child enjoy?

What was a challenge?

What other things were of interest?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Reflection on teaching

**Reflect on the learning intentions as you consider these prompts. Consider ways you could gather feedback to demonstrate the child’s learning, for example recording children’s words or a conversation with an adult, photos, describe what the child did, work samples.**

Were the planned teaching strategies appropriate?

What strategies worked well?

What didn’t?

Where to next?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Critically reflecting on the learning

#### Discussions between educators, families and children

**Reflections of learning – consider how the principles, practices and outcomes of the EYLF have contributed to the child’s learning.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Where to next?

**What might you do to follow up or extend on the learning based on this experience?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_