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EDEC385 Early Childhood Curriculum
Spring 2020
Time Capsule

When MSU moved to remote learning after spring break, I asked students in my EDEC385 Early Childhood Curriculum course to create a time capsule by choosing one word to describe how they were feeling. Students responded with a range of emotions, including excited, uncertain, calm, anxious, content and unbalanced. The word cloud on the book cover captured those words.

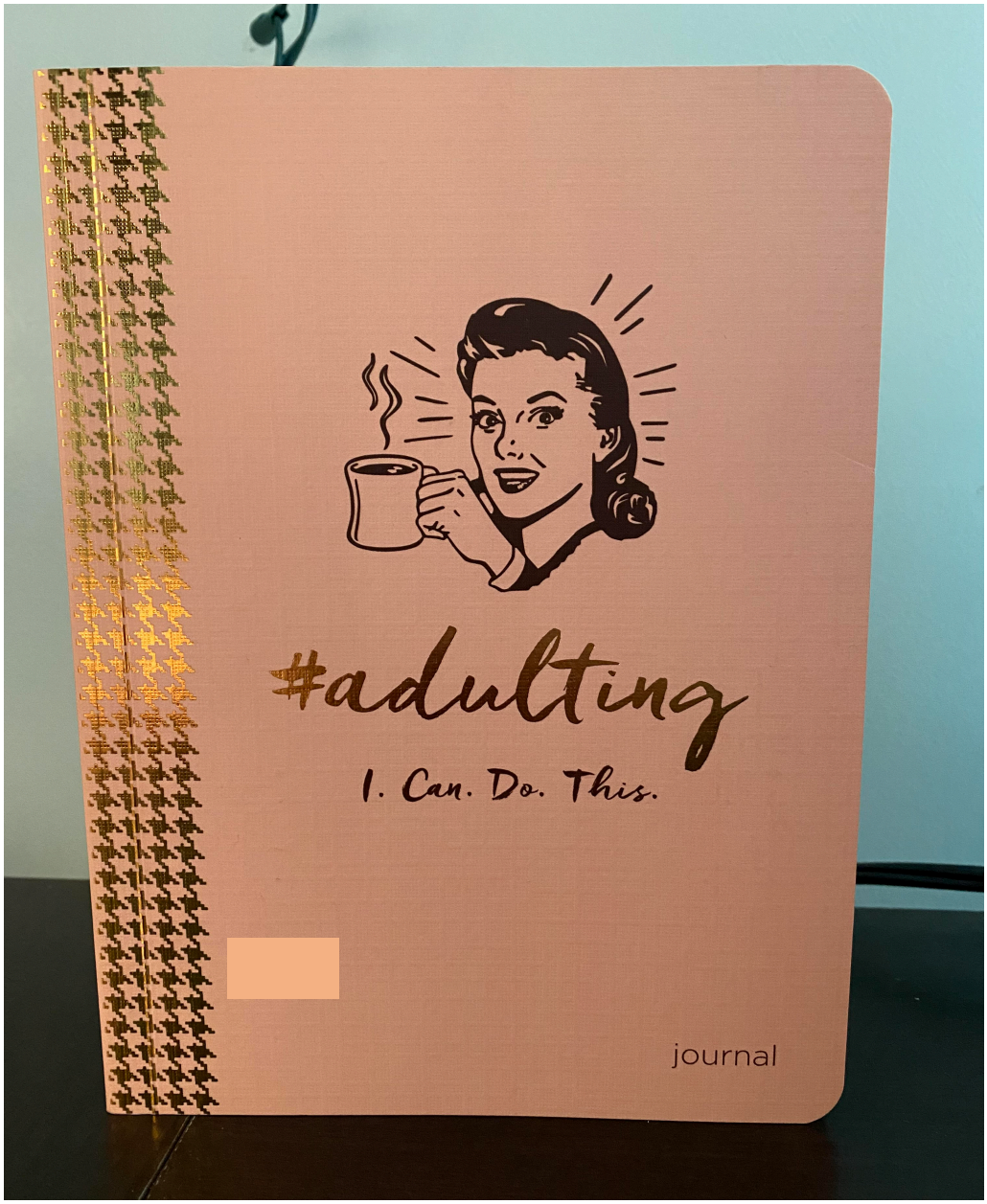
In an online discussion, students wrote about how they were feeling and also uploaded a photo to capture their life in that moment. I wanted students to share their words, photos, and feelings to create a forum to understand and support one another.

Flash forward to the end of the semester: for their final project, intended to document and showcase their semester-long field experience working with young children in classroom contexts, students designed a remote learning lesson using their time capsule word or photo. Some students opted to choose a new word, one that expressed a more positive outlook reflective of their changed perspective about their experience with COVID-19.

This book contains a selection of the words, photos, and lessons students contributed to our EDEC385 Spring 2020 Time Capsule. Please enjoy!

Dr. Christine Lux
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Early Childhood Education & Child Services
May 2020

anxious



myself everyday that we can do this!

calm



My time capsule object is a sensory bottle that has water and orbits in it, it relaxes me.

thankful



p p y y

was taken on our 7th year anniversary at the place he proposed to me! It was the perfect day and the sun was shining. This was about a week before we were told that school would turn to online, many places were closing, and the Coronavirus was in Montana and when I look at this picture it just reminds me of how thankful I am for the life I have and amidst everything going on I can always turn to family and stay thankful.

excited



This is a picture of how one of the children I watch feels about the snow that we have been getting.

appreciative



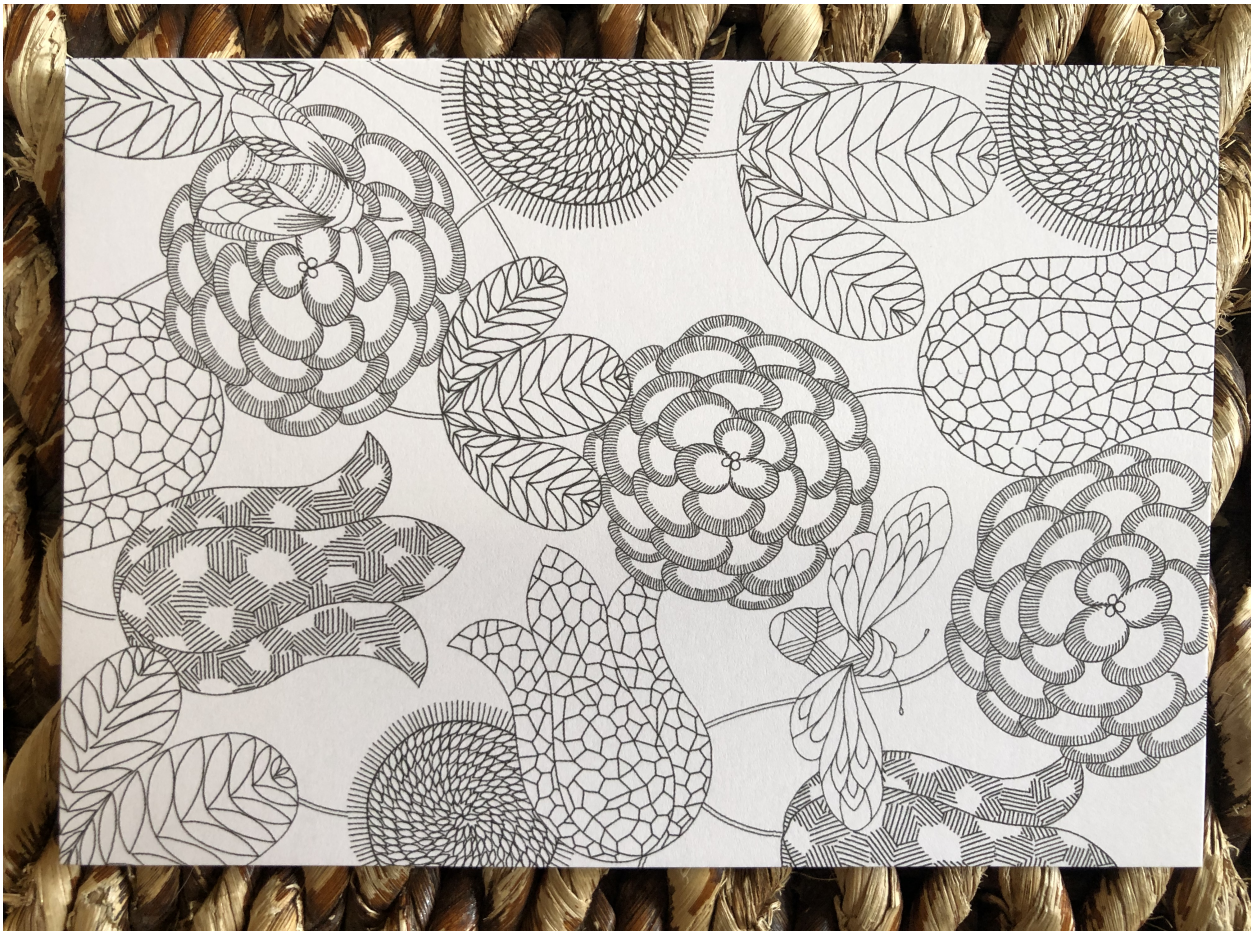
n the chair in
with a fish he

blessed



For m or us to think about everything that is going wrong; we can't go to school, we are stuck in our house, and we are scared for those that we love. Yet, I think it is important to look at how blessed we truly are and be grateful for all that we do have. Personally, I never realized how blessed I am to be able to go to school every day, see my classmates, attend my placement and see my smiley first-graders, or simply go out to dinner. Now that those simple joys have been taken away, I know that I have taken them for granted. Therefore, I would encourage all of us to be grateful for what we do have; friends and family, our health and safety, and the many other blessings that we easily take for granted!

uncertain



I have been coloring postcards and sending them to all my family members including my grandparents and little cousins. It is a great way to connect with them and let them know someone is thinking about them. It has allowed me to stay grounded and focus on the important things in life!

committed

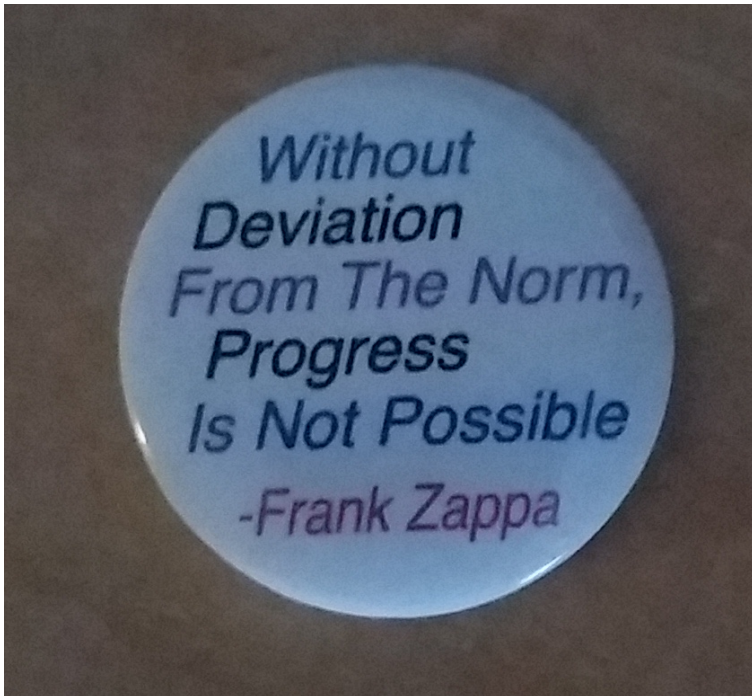


accepting



p my p

seed packets we're about to plant.


Without
Deviation
From The Norm,
Progress
Is Not Possible
-Frank Zappa

Sample lessons for young children in preschool through grade 3

Empathy lesson

Learning standard:

Second Step Scope and Sequence: Kindergarten

Unit 2 Empathy: Lesson 11 - Caring and Helping: Compassion means caring about how someone else feels. When you feel empathy for someone, compassion is a good way to show it. You can show you care by saying or doing something kind.

https://assets.ctfassets.net/98bcvzcrxclo/1ygBB6j6pmaqWkAKOGA2wo/22dbe96f5826b0874344ac9b53e52aed/k-5-scope-sequence-ss.pdf

Beginning:

Open ended question: What is something you could do to make someone happy?

Middle:

- Children will put thinking caps on and close eyes. In their head children will think of ways they can make people happy. They will then think of one thing they could do to make someone happy. The children will share their ideas out loud and we will make a list of ideas on the whiteboard.

End:

- After creating a class list, each individual will then either choose a new idea of a way they could make someone happy or stick with their original idea. I will challenge each child to complete the task they thought of and we will complete an art activity on paper demonstrating individually what we will do to make someone happy. (The next day we will discuss our ideas and see if they worked and made someone happy).

Being thankful lesson

Learning standard:

Montana Early Learning Standards

Domain: Emotional and Social

Standard 1.2: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.

Standard 1.3 Community - Children develop an understanding of the basic principles of how communities function, including work roles and commerce.

https://www.mtecp.org/pdfs/Montana%20Early%20Learning%20Standards_DIGITAL%20v6(1).pdf

Beginning:

Open-ended questions: what are you thankful for? What are some ways we can show appreciation to the ones we love and our community members?

Middle:

The children will discuss their answers with their family members and write down their answers.

End:

The children's parents will send me their answers and we will go over them as a class over a zoom meeting or when we are able to get back to school.

Blessed lesson

Learning standard:
Montana State Standards:
https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision/Engli sh-Language-Arts-Literacy-Standards
Standard: SL.1.4- Describe people, places, and events with relevant details, expressing ideas and feelings clearly.

Learning Outcomes: Students will learn:
- The definition of the word "blessed"
- That there are many people, places, or things that make us feel blessed

Students will be able to:
- Reflect and recall their emotions
- Accurately describe their emotions as well as people, places, or things

Beginning: Have students brainstorm how they feel when they feel blessed? (warm, happy, thankful?) Then have students write down some of the people or things that make them feel blessed.

Middle: Provide students with a link (to the introduction video) but also to a word cloud maker. Have students put their words into the word could generator. (for students that don't have the technology, allow them to make a word cloud using paper and coloring utensils) These words could be how they feel when they feel blessed, as well as things that make them feel blessed. Encourage students to use their creative thinking skills.

End: Have students complete their word cloud and print it or share it with the teacher. Then have them get on a Zoom call (when most students are available and have each of them independently share their word cloud with the class and share some of the things that make them feel blessed.

Yoga lesson

Learning standards:
Montana Early Learning Standards
Standard 1.6H Explore social cause and effect.

We will explore why we feel the way we do when certain things happen in our everyday routines.

Standard 1.6G Recognize own needs and take steps to fulfill them.

Children will know what it means to self regulate when they are feeling emotional or need something. We will explore ways to fulfill our needs for them to be met.

Standard 1.7G Seek adult assistance for help resolving strong emotions.

We will let children know they can always find a teacher or other adult when they have strong emotions and don't know what to do with them.

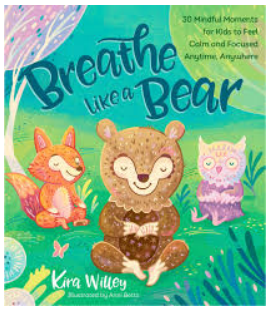
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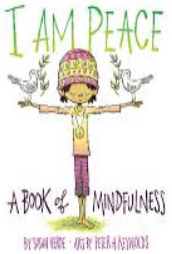
Beginning: Story time

Middle: After story time, we will get into a circle to practice taking 5 deep breaths, sitting still, bubbles in our mouths, and try a few simple yoga poses. Relating real life to books about animals is really fun for kids because they are more engaged. I will say things like "take a deep breath like a bear" and "sit still like a snake." I will have the children sitting criss cross applesauce around our green rug for all of this. We will have class discussions about where to go in the classroom when we have big emotions and what we can do to help us feel better. I will reintroduce the quiet corner and remind the children what it's for.

End: For the end, we will finish out the lesson with some yoga poses. I will relate the yoga poses to real life objects or animals. I will have a video for reference so I know exactly how the poses go. The children will also say the sound of the animal as well.

Pose 1: Moo like a cow
Pose 2: Stand like a tree
Pose 3: Slither like a snake
Pose 4: Walk like a cat
Pose 5: Wag your tail like a dog
Pose 6: Wave like the wind
Pose 7: Stretch like a lion
Pose 8: Fly like an airplane





We will do these poses two times over, so children can become familiar with them. While doing the poses, I will have the children take deep breaths before and after the pose. This would also be a great lesson to conduct outside.



Thank you!