

GOPRINCE

DEVELOPING GOOD PRACTICES : INCLUSIVE EDUCATION IN EARLY CHILDHOOD



Hanzehogeschool Groningen

Creative Communication with children



Adults do not really know what to say to,
for example, a 4-year-old.



Programme

- Children at age four to eight
- Conversation
- Good practice
- Creative communication
- Examples
- Case
- Activity
- Evaluation



Children at age 4 to 8

- What do they do?
- How do they do this?
- What do they say?
- What do they look at?



- What's important to them?
- Who is important?
- Role teacher?

Summary (1/2)

- Characteristic perspective: egocentricity
- Extending vocabulary
- Widening circle of friends
- Playing next to each another
- Acting as if.....
- Reality-fantasy shift
- Teacher role: modelling



Summary (2/2)

- Acting as if.....



- Modelling



Conversation

**How to start a conversation
with young children?**



Write down a few aspects. Share them with your group.

Conversation: key points

Combination play and conversation

- Meta-communication –teacher attitude
- Language:
 - avoid complex sentences
 - no difficult words
 - max. 10 min
- Environment: familiar/peaceful setting
- Compliments (authentic)
- Be aware of socially desirable answers



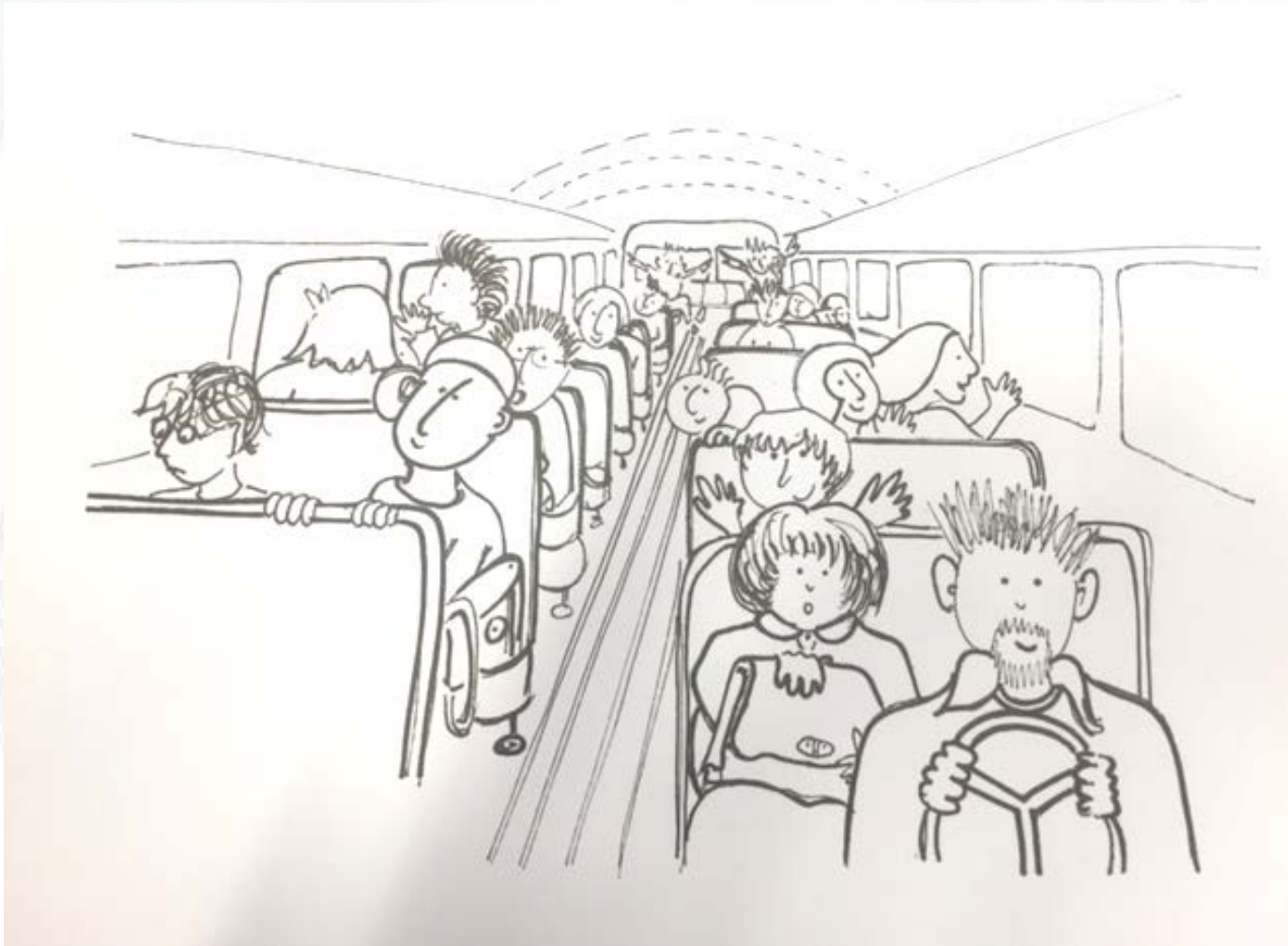
Good practice



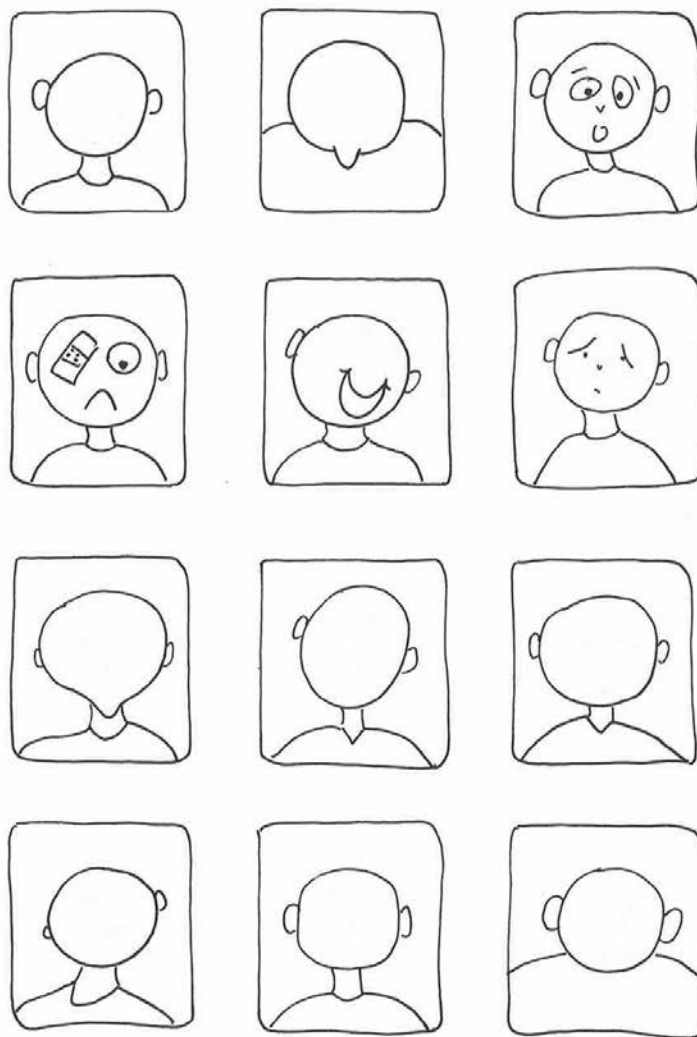
Abel's cake



Creative communication (1/2)



Creative communication (2/2)



Can you draw a happy face?
Are you happy?
Are you sad sometimes?

Example

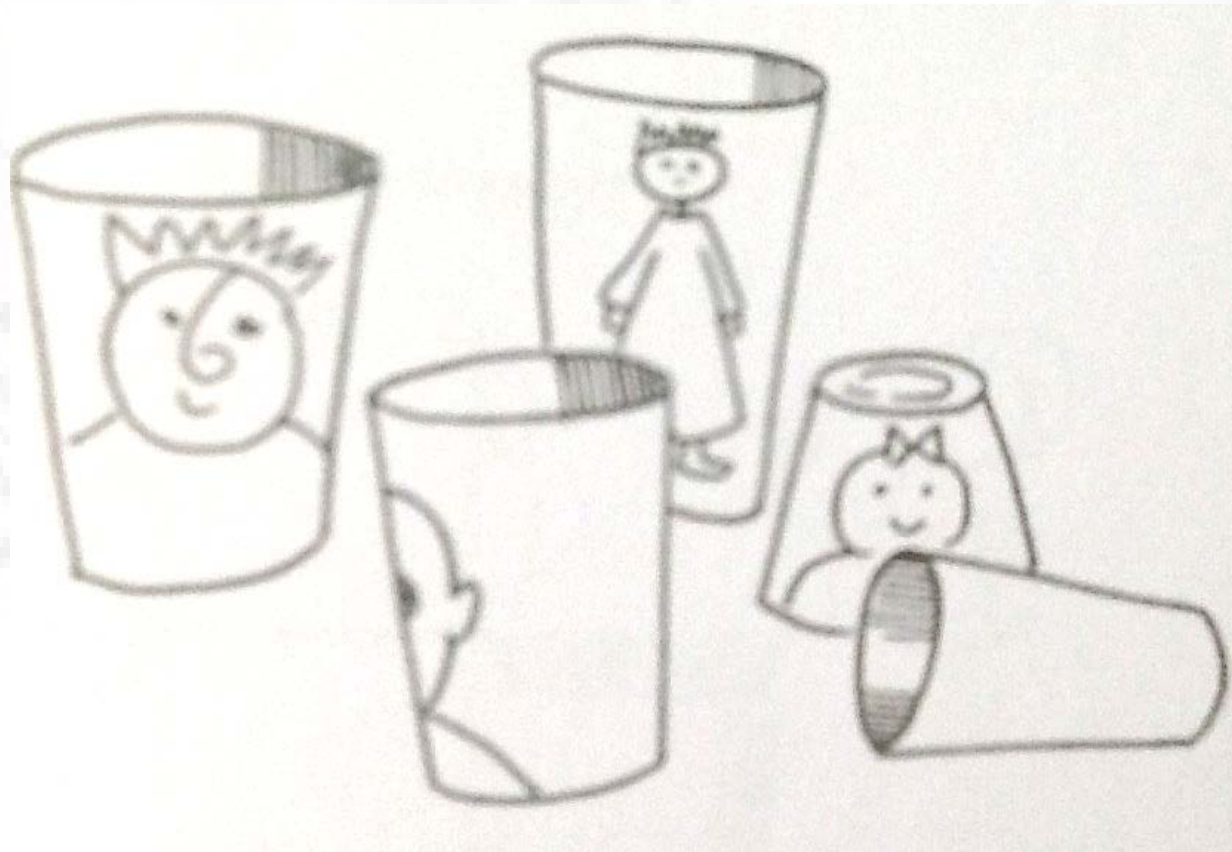
Creative conversation - Drawing

For example:

- Can you make a drawing of yourself?
- What do you like about yourself?
- Can you make a drawing of your mother, brother etc.?
- Asking questions about their family



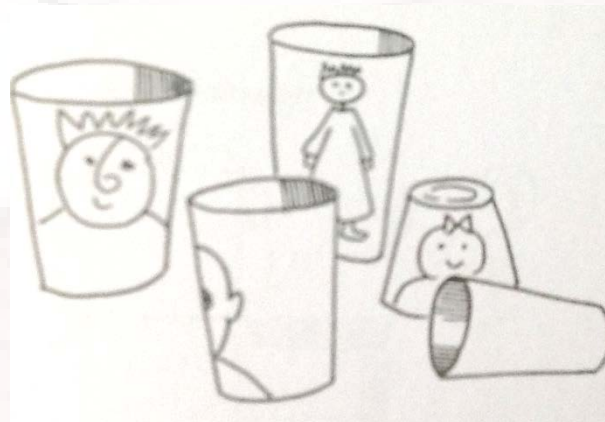
Example: coffee cups (1/3)



Drawing your family on coffee cups

Example: coffee cups (2/3)

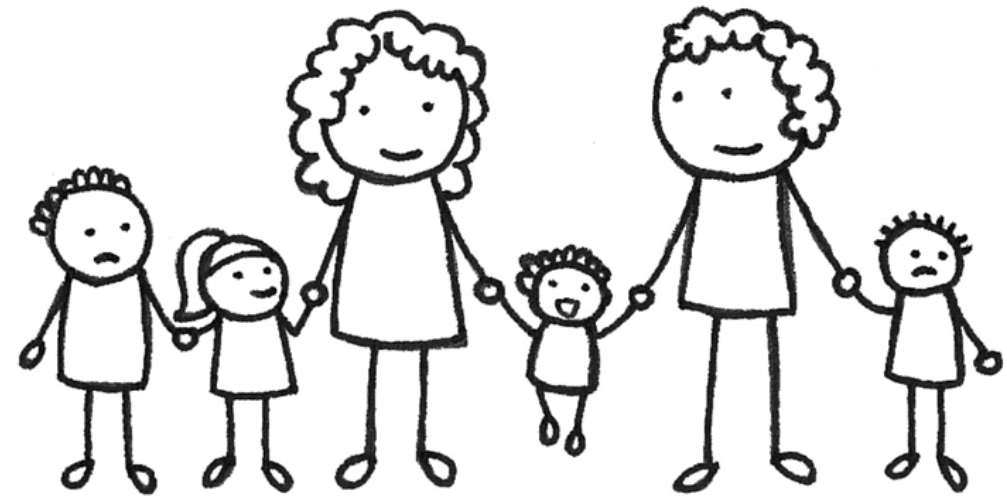
- Draw your family, including yourself, on coffee cups.
- Can you place yourself in your family?
- Where do your father, mother, sister(s), brother(s) stand?



Example: coffee cups (3/3)

With this creative communication we learn the child's view of the family.

- Asks questions.
e.g. drawing face: Should I draw happy face or...?
- Same for the father, mother, brother(s), sister(s)
- Exciting moment: placing the cups



Case (1)

Case:

- 5-year-old boy (Fatih) lives in the Netherlands (Moroccan and Dutch passports)
- Father Moroccan business man, Mother Dutch, 2 brothers, 2 sisters
- Wealthy family. Integrated into Dutch society.
- Grandmother lives in Morocco.

Case (2)

Start : signals boy gave in classroom – “We’re going tot Morocco!”

Family talk to teacher without saying much.

Situation:

- Grandma died, father is in Morocco.
Mother and children have stayed at home in the Netherlands.
On his return (in the Netherlands), father speaks Maroccan only.
He wants to move to Morocco with the whole family. But...nobody wants to go there.

Case (3)

- Investigation method creative communication: coffee cups
- Target:
 - Position of the child in the family
 - To recognize any tensions in the family



Outcomes – case

- Outcome coffee cups method
- Usefull information about family situation
- Boy is insecure about family situation
- Information shared with parents:
At first parents were irritated. After explanation, teachers and children are working together, trying to increase the well-being of the child.

Activity: to make someone's acquaintance

Communication skills - Creative communication

Procedure:

- Form a group of 4-5 students. Form an Internationally mixed group
- Each group of students has to accomplish a set of (creative communication) activities.
- Each student chooses one activity and develops this activity.
- Prepare the communication:
What do you need (materials)? What is the aim of the activity?
How do you form/shape your activity? What type of questions do you suggest?
What will be your focus point?
What about your listening skills?
- Preparing time 20 minutes.
- Running technique, 10 minutes each student. Rotating roles: moderater, surveyed and observer
– Film activity (max. 2-3 minutes).

Note: Be yourself, it is not a roleplaying game, you do not have to be a 4-8 year old.

Try out: different techniques

1	2	3	4	5
1. Potraits	6. Busdoodle	7. Talkboards	5. Snapper	6. Busdoodle
2. Smileys	7. Talkboards	12. Themepark	12. Themepark	7. Talkboards
3. Familygame	8. Dress me	8. Dress me	3. Family game	8. Dress me
4. Communication game	9. Storycards	15. Language contrast	13. Complete sentences	11. Desert island
5. Snapper	10. Cube	14. Coffee cups - family	14. Coffee cups – family	10. Cube

Evaluation - groups

Moderator :

How did it go?

Did you get to know each other?

Did you like the technique? Why (not)?

Technique age suitable? Why?

Surveyed:

How did it feel to use this technique ?

Observer:

Interesting observations?

Ranking

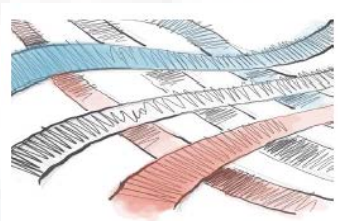


Evaluation – plenary session

Present your evaluation

Reporting used techniques:

- Pros and cons?
- Practical use?



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