

Curriculum Web Commentary
Borough of Manhattan Community College
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This curriculum was based on the topic of "recycling and reuse". We chose this topic because it is a topic that children practice every day unconsciously and unknowingly. It has numerous activities for children at the age of three, which they can participate in and the topic can relate to them in their everyday lives. Teachers can use this topic to enhance children's interest by participating in physical activities such as role-playing and nature walks to have live experiences throughout teaching the subject. Educators must keep in mind that most children are exposed to the topic every day. While we can use storytelling and displays of pictures to introduce the topic as educators, we can create outdoor and indoor activities for children to have memories and learn to keep themselves conscious of taking care of the earth from an early age. Educators can use different activities and encourage children to explore and participate throughout the teaching of this vital topic. It is not too early in a child's life to introduce anything. They remember what they live and can pass on the experiences to others as they grow.

We choose recycling and reuse because we know that it is culturally adaptable, and children can relate to this topic. It is a topic that they will grow to practice, and it will be around them daily. Regardless of a children's background, traditions, ethnicity, race, religion, or cultural aspect, they will identify this curriculum sometimes in their lives. In their homes, the exposure to separating items in specific bags, in parks, they see garbage bins and recycling cans, on the street, they encounter disposable cans. They see more than one disposable container at school, and even in the media, they see advertisements on recycling and reuse. These activities in this curriculum selected by the educators provide children with real-life experiences and it involves flexibility for children's cognitive, physical, language, and social development. Taking a nature walk and acting out role-playing children improves their balance and flexibility. It also enhances

their senses to explore and talk about what they experience. Cutting and sorting pictures strengthen their fine motor skills; pasting images under the correct column shows their cognitive development. Working in groups and communicating with others improve their language skills. All these activities connect to their social growth and expand their learning experiences. They express themselves freely and decide how they would cut and paste their pictures. Dressing up like garbage collectors makes them have a real-life situation role, and simultaneously their vocabulary and language development through reading stories and looking at pictures.

The activities selected by the educators for this curriculum give children real-life experiences. Parental involvement for this project is an influential aspect for children learning to foster and improve. When parents and families participate and involve their children in learning, it enhances the child's education, and everyone's culture, home language, traditions, and other practices are appreciated by each other. According to Vygotsky (1978), much meaningful learning by the child occurs through social interaction with a skillful tutor. The tutor may model behaviors or provide verbal instruction for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalizes the information, using it to guide and regulate their performance. When teachers create opportunities for children to express themselves, it gives the children confidence and helps them develop their identity, making them prepare for future involvement. The article published by *Nermeen E.El Nokali, Heather J Bachman, and Elizabeth Votruba- Drzal* "Parental involvement bridges two key contexts in children's early development, namely the home and school setting. Within an ecological framework" (Bronfenbrenner & Cecil, 1994). The home and school environment both influence a child's

learning ability. When parents and educators work together, focusing on the child's interest at the center, their performance improves, and the teachers, parents, and children foster a good communication relationship. When children role-play and act out real-life situations, it helps them develop mannerisms and enrich their creativity. It exercises their brains and trains them to use imagination early. It improves social interaction and communication skills, creativity, their language improves in general. Alberts Einstein said, “ Logic will get you from point A to Z, imagination will get you everywhere” Einstein means that inventions inspired by creativity and imagination can take you everywhere. An early childhood environment that provides appropriate learning styles and involves each child despite their needs is a place for children to improve in all aspects of their lives.