

Welcome OMEP Members and Visitors!

*We hope you enjoy our 2008
presentation of research applications
in poster format.*

*Please chat with the presenters about their work
and network with international colleagues in early
childhood education and policy.*

*Take this opportunity to share your own ideas and
passions as regards the welfare of children
worldwide.*

*Warm OMEP Greetings,
OMEP-US National Committee
w/ Edna Ranck, President
Lita Haddal & Johnetta Morrison,
Poster Session Committee*



**2008
OMEP-USNC
Poster Session**



**November 7, 2008
NAEYC Conference
Dallas, TX**





The theme for this poster session was chosen to inspire early childhood educators to embrace the work of environmental stewardship as they nurture tomorrow's world leaders.

Dr. Pramling Samuelsson, World President of OMEP, has set a goal for OMEP to put Education for Sustainable Development (ESD) on the agenda for as many teachers and their children in the world as possible:

"The first World President of OMEP was Alva Myrdal, a fellow country woman of mine [Sweden]. In her first speech at the first OMEP conference she claimed that the world is "sick" (after World War II) and we need to educate children for peace and international cooperation. She also stated very clearly that basic trust is the responsibility of the family, while the role of pre-school is to educate children to become independent and trust themselves in a wider environment.

Sixty years later, I would like to say the same as Alva Myrdal did - the world is "sick", but now it is not only people and countries that are fighting against each other, but also our whole world is threatened. Because of this we do not only talk about peace, but about sustainable development. For OMEP this means to educate children for sustainable development, or put in another way - what is the role of ECE for a sustainable society? For this I am sure we need independent children who grow up as responsible and committed individuals."

Dr. Pramling Samuelsson's 3-year plan for Education for Sustainable Development is found on the World OMEP website at: http://www.omep-ong.net/eng_index.html

2. Become more aware of current state, national and international policy issues and how they affect children, families, and communities.
3. Examine replicable strategies for working on issues involving the global welfare of children.
4. Inspire others to make a relevant difference in the lives of early childhood educators and the children they serve.

Session Format:

Poster sessions may present research, curriculum highlights, teaching strategies, policy issues, comparative studies, etc. Special attention will be given to presentations focusing on the theme and replicable initiatives.

Posters need to be limited to an approximately 3' x 3' space on a table, i.e., displayed on 2' x 3' poster board with a support brace attached to the back to hold it in an upright position or a bi-fold poster display board may also be used. Space in front of the poster may be used for handouts or further display. These are general guidelines; variations may be negotiated according to space available. In the past, posters have been presented on banners, floor display boards, and wall mounted displays. Multi-media displays are also admissible, however, do not plan on Internet access. Presenters must bring their own materials for organizing their displays, including power cords if necessary, and allow adequate time (20-30 minutes) for preparing the display before the international reception is to begin.

Authors' Table—If you have published a book within the last two years and would like to have it displayed at the conference, please send a complete citation of the book so that it can be listed in the program. Authors are expected to provide copies of books for display and book order forms.

Submission Guidelines:

1. Cover page including:
 - A. Title
 - B. Author(s) names, addresses, phone numbers and email addresses. Authors will be contacted via email.
 - C. Please indicate if authors are members of OMEP.
2. Proposal Description (1 page maximum) including:
 - A. Title
 - B. Goals of the conference to be addressed in this session
 - C. Abstract

Submission Deadline: Proposals must be RECEIVED BY October 31, 2009.

Send Proposals and questions to:

E-mail: morrisonj@missouri.edu

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CALL FOR PROPOSALS

OMEPE POSTER SESSION 2009

2nd Year of the Biennial Theme: CHILDREN AND THE ENVIRONMENT



United States National Committee of
Organisation Mondiale Pour L'éducation Préscolaire (OMEP)
(World Organization for Early Childhood Education)

OMEPE International Reception
NAEYC 2009 Annual Conference
Washington, DC

Friday, November 20, 2009

This poster session is designed to address particular goals. Proposals will be evaluated on overall quality as well as the degree to which they support the goals of the OMEPE poster session while focusing on the biennial theme. Proposals submitted by OMEPE members will be prioritized. To join, go to www.omep-usnc.org to download a membership brochure.

Goals of the Poster Session: Accessibility, Awareness, Replication and Inspiration. This event is intended to provide opportunities for OMEPE members to:

1. Access a wider forum of professionals for sharing and discussing research, curriculum ideas, and teaching practices related to early childhood education.

2008 Poster Session Presenters

1. Lois Christensen, Kay Emfinger, Jerry Aldridge, Ellen Stubblefield, Amanda Daniel
Two Teachers and the Reggio Emilia Approach: Studying Abroad and at Home
2. Georgianna Duarte, Erika Diaz, Celina Garza, Mary Montgomery
Responding to UN Rights of the Child: Early Childhood Environments in Rural Peru
3. Sue Martin, Mardi Crandall, Robin Caudle Jones
Going Green: Connecting Children, Teachers, Directors, and Families with the Environment
4. Annette Mohan
Physical Knowledge Activities
5. Dorothy Sailor
Supporting Universal Children's Day, November 20, and the U.S. Ratification of the UN Convention on the Rights of the Child
6. Johnetta Morrison, Chenyi Zhang, Pamela Storey
Making Preschool Classrooms Accessible for Parent Involvement
7. Maxine Kohler
What Do Low-Income Women REALLY Think of Themselves?
8. Cheryl French, Jan Drucker
Teaching the World: Connecting Children with the Environment
9. Quang-Lea Lee
Successful English as a Foreign Language (EFL) Instruction in Early Childhood Classroom in Korea
10. Kay Emfinger, Jerry Aldridge, Lois Christensen
From Birmingham to Banda Aceh: A University-Girls Club Partnership To Effect Environmental Change
11. Elizabeth Engley
Planting the Seed in the Early Years: Kindergartners Learn about Trees and the Environment

AUTHORS' TABLE

12. **Grace Jepkemboi, Deborah Strevy, Lynn D. Kirkland, Jennifer Kilgo**
Using Personal Narrative Storytelling with Young Children Orphaned by AIDS in Kenya
13. **Maxine Kohler**
Important Issues in Conducting a University-Based, Women's Adult Literacy Program and Its Impact on Young Children
14. **Grace Jepkemboi, Jerry Aldridge**
Initiatives by Children in Kenyan to Save the Environment and Curb Global Warming
15. **Lenore Wineberg**
Parenting Preschoolers Podcast Library: Connecting Schools, Teachers, and Home Focus Group
16. **John Surr, Edna Ranck**
US Ratification of the Children's Rights Convention
17. **Sue Martin**
Promoting Global Awareness of Children and Families
18. **Judith Wagner**
Another Kind Of Sustainability: Growing Future Generations Of Child Advocates
19. **Author's Table: Judith Wagner**
Early Childhood Education In The Nordic Countries

Title: Early Childhood Education In The Nordic Countries

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Bibliographic record:

Einarsdottir, J., & Wagner, J.T. (Vol. Eds.). (2006). Early childhood education in the Nordic countries. In K. M. Borman (Series Ed.). International perspectives on educational policy, research, and practice, Greenwich, CT.: Information Age Publishing.

Further information:

As contributing editor, I was the author and first author, respectively, on the following chapters of this book:

Wagner, J.T. (2006). Conclusion: Nordic perspectives on policy, research, and practice. . In K. M. Borman (Series Ed.) & J. Einarsdottir, & J.T. Wagner, J.T. (Vol. Eds.), International perspectives on educational policy, research, and practice: Nordic early childhood education. Greenwich, CT.: Information Age Publishing.

Wagner, J.T. & Einarsdottir, J. (2006). Early childhood education in the Nordic countries. In K. M. Borman (Series Ed.) & J. Einarsdottir, & J.T. Wagner, J.T. (Vol. Eds.), International perspectives on educational policy, research, and practice: Nordic early childhood education. Greenwich, CT.: Information Age Publishing.

(Continued) Another Kind Of Sustainability: Growing Future Generations Of Child Advocates

Some knit caps for newborns or refurbish old toys for infants born in a nearby women's prison. Some plan "movie nights" on campus to raise awareness about children's issues, such as an recent showing of a film on trafficking of child sex slaves in India and Nepal.

The second prong: Children Helping Children project. Here collegiate OMEP members work directly with preschool and elementary children and their teachers at The Broadoaks Children's School of Whittier College to raise awareness about the plight of children in various parts of the world and, even more, to foster action on behalf of children's rights and wellbeing. For instance, children in the after-school program also knit caps for homeless infants and infants born in prison. In addition, with guidance and assistance from OMEP members, the children maintain vegetable gardens, giving away at least half of what they grow. The children have also started a composting bin where they process peelings from the campus cafeteria, learning first-hand about the value of responsible disposal of waste materials.

Title: Two Teachers and the Reggio Emilia Approach: Studying Abroad and at Home

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Goals of session:

Participants will (1) discuss the Reggio Emilia Approach (2) Observe the three curricular prongs and (3) Notice the global influence in a local curriculum. Subject areas: Early Childhood Education, Child-centered, autonomous learning, Collaboration, Learning from Global Colleagues

(Continued)

(Continued) Two Teachers and the Reggio Emilia Approach: Studying Abroad and at Home

Abstract:

Working with two first-grade teachers who attended a conference in Reggio Emilia in 2006 with university faculty is the focus of this poster session. The study and implementation of the approach with early childhood learners is chronicled with photos, documentation, and text. The two teachers plan, implement, and evaluate learning through a modified Reggio Emilia approach as well as document students' learning through visual means.

The learning environment is envisioned as an integral part of the early childhood curriculum and the two teachers have transformed their classrooms to reveal this Reggio aspect. Ultimately, young students educate peers and parents about the diversity of topics that they study.

As educators, we learn the most from taking young students' learning seriously. We see young children envisioning themselves as citizens of their local community and of the globe. The Reggio Emilia approach to early childhood education has dynamically changed early childhood education in the United States and opened conversation to deliberate young children's rights and learning potential through autonomous inquiry and discovery (New, 2000).

References:

New, R. (2000). Reggio Emilia: Catalyst for change and conversation. ERIC ED447971, ERIC Clearinghouse on Elementary and Early Childhood Education Champaign IL.

**Title: Another Kind Of Sustainability:
Growing Future Generations Of Child Advocates**

Members of Whittier's Collegiate Chapter of OMEP
Work with Preschool and Elementary-Grade Students, as well
as Fellow College Students, on Environmental, Peace, and
Child Rights Initiatives

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Contact C/O Judith T. Wagner
All are OMEP members

Goals of session:

1. Examine replicable strategies for working on issues involving the global welfare of children
2. Inspire others to make a relevant difference in the lives of Early Childhood Educators and the children they serve

Abstract:

This poster will feature photographs of Whittier's collegiate chapter of OMEP as its members participate in a two-pronged effort to promote the development and sustainability of a precious resource: people who are willing to commit their time, energy, and talents to the global welfare of children. The main idea is to develop and sustain new child advocates by giving them opportunities to do something meaningful for children, near and far.

The first prong: Growing the Collegiate Chapter: Collegiate chapter members hold weekly meetings, each session including time for participants to do something beyond studying and discussing and feeling overwhelmed by the enormity of problems facing the world's children. Some collect and mail books to an elementary school in Nepal. *(Continued)*

Title: Promoting Global Awareness of Children & Families

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Goals of session:

To provide educators with an activity to enhance global awareness opportunities related to children and families.

Abstract:

The session will present information about an activity to use with college students concerning knowledge, attitudes, and skills about the lives of children and their families in other countries. The poster will include a description of a specific classroom activity to promote global awareness of children and their families in other countries. The activity is ideal for a class that could be divided into groups of four or five students. Each group would choose a different country for a poster presentation. A rubric is used to enable students to understand expectations for the country presentations.

Internet sites utilized in research for the presentation include the CIA Worldfact Book, OMEP, the United States National Committee of OMEP, and the United Nations Children's Fund. Other Internet sites may include the Embassies in Washington, DC, as well as Internet sites linked directly to the country being studied.

The result of the activity is a poster presentation of the country. Students have opportunities to visit each group's presentation. Evaluation of the project is twofold: 1) students are told ahead of time that a 25% of the grade will be determined by classmates in their group, and 2) the rubric is utilized in the instructor's evaluation for the remaining 75% of the grade.

Title: Responding to UN Rights of the Child: Early Childhood Environments in Rural Peru

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Goals of session:

1. Provide extensive data about a rural area of Peru that responds to the rights of the child
2. To share ideas, conversations, and photographs of the rural Peruvian teachers
3. To share how children use Quechua and their culture in their play
4. To share how Peruvian teachers support socio-emotional development by encouraging friendships in play

Abstract:

The proposed session will provide summarized data on 14 different classrooms in rural Peru. The Global Guidelines by ACEI were used as an instrument to evaluate quality environments. Fourteen playgrounds were assessed to determine variety and quality of spaces, loose parts, and natural interaction zones. These playgrounds were evaluated using a modified playground survey instrument (Joe Frost) to assess safety, creativity, and learning zones.

Title: Going Green: Connecting Children, Teachers, Directors, and Families with the Environment

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Abstract:

Trying to make connections with the environment in the classroom can be difficult for some early childhood teachers. The proposed poster will address curriculum ideas for teachers to use in the early childhood classroom. Numerous DAP activities will be presented during the session. In addition, attendees will be able to explore the Arkansas statewide publication, *Beginnings*.

The Arkansas Department of Human Services funds a publication, *Beginnings*. *Beginnings* contains a collection of curriculum ideas for children ages three to five. The publication is sent to every licensed childcare center and family home provider. The *Beginnings* Committee consists of early childhood educators and professionals. There are four volumes of the publication produced each fiscal year.

The first issue of the 2008-2009 year is called, *Going Green*. The *Going Green* issue is full of curriculum activities, ideas, and inspirations for connecting children and the environment. The proposed poster will present the *Going Green* issue of *Beginnings*, and also share the value of having the publication in the state of Arkansas.

Title: US Ratification of the Children's Rights Convention

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Goals of session:

This poster will inspire others to embrace the work of environmental stewardship as they nurture tomorrow's world leaders, by raising consciousness among those attending about the importance of the UN Convention on the Rights of the Child (CRC). The CRC applies to all phases of the lives of children (including their relationship with their environment (CRC Article 29.1(e))). Members of OMEP-USNC must continue in our leadership role to convince our colleagues and our communities to push our U.S. Senators to ratify United States participation in the Convention.

Abstract:

The UN Convention on the Rights of the Child (CRC) was approved on November 20, 1989, Universal Children's Day, and went into effect in 1990. 193 countries around the world, all nations except for the United States and Somalia, have ratified the CRC.

Title: Parenting Preschoolers Podcast Library: Connecting Schools, Teachers, and Home Focus Group

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Abstract:

In the United States, early childhood teacher educators strive to produce early childhood teachers who demonstrate competence with the National Association for the Education of Young Children (NAEYC) Standard 2, Building Family and Community Relations in which: "Candidates...create respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning (NAEYC, 2002. P. 10).

This ongoing research project will describe how early childhood education students at four University of Wisconsin Colleges of Education will create the Parenting Preschoolers Podcast (PPP) Library covering a broad range of issues pertinent to parents of 3-6 year olds. This project is an opportunity to use current technology to robustly connect parents with resources that will support their childrearing practices.

This part of the study will address a focus group of parents and grandparents of 3-6 year olds and their suggested topics for the PPP Library.

Title: Physical Knowledge Activities

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Goals of session:

- 1) Through exploring the origin, importance of, and types of physical knowledge activity, the impact of physical knowledge activities on young children will be evident;
- 2) The project will look at the types as well as the criteria used to understand good physical knowledge activities using levers and inclines.

Abstract:

The Origin of Physical Knowledge Activity: According to Piaget, pulling tissues from boxes and clothes from drawers are not acts of mischief but acts of experimentation when children act on objects and observe their reactions. These repetitious actions are called "physical knowledge activities."

The rationale for physical knowledge activities is found in Piaget's distinction among three kinds of knowledge: physical knowledge, logic-mathematical knowledge and social-conventional knowledge

The Importance of Physical Knowledge Activities: Physical knowledge activities are particularly good forms of play when children are motivated to think hard, thereby developing their logic-mathematical knowledge. It is for this reason that physical knowledge activities are especially important during the early childhood years. It is from the earliest years that children are interested in examining objects, acting and reacting to them, and also observing the reaction of the objects. Physical knowledge activities encourage children to think and learn whether or not they are successful in producing the desired effect. If a child meets with failure, he/she thinks about what to do differently to be more successful. Therefore, what develops is "a network of interrelated logic-mathematical relationships," which serves as a foundation of knowledge of what children learn when they play.

The Two types of Knowledge Activities

1. Activities involving the movement of objects:

Incline planes and levers are both examples that belong to this type of knowledge activities. An incline plane is a flat, sloping surface over which objects can be moved.

(Continued)

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(Continued) Physical Knowledge Activities

Ramps and slides are some examples. A lever is a simple machine that is used to pull, push or lift things. A lever moves from a fixed point called the fulcrum. A scale to weigh objects, a garbage truck and a wheelbarrow are some examples. It takes force to make a lever work. A child may roll a car or a ball down a ramp or enjoy a ride down a slide. If the car or the ball rolls down the inclined ramp or path with an increased amount of force, the speed of the object increases. In activities involving the movement of objects, the role of action is of primary importance as there is a direct correspondence between the changes in the child's actions on the object and the object's reaction.

2. Activities involving changes in objects:

Cooking is an example of an activity that involves changes in objects. A good example is of a sliver of butter in a hot frying pan. The butter melts and becomes a liquid. However, when a beaten egg is added to the melted butter it reacts and becomes a solid. In activities involving changes in objects, the role of observation of an object's reactions is of primary importance because the child can act with the objects in the same way, but the reaction of the objects varies depending on the property of the objects. Mixing different colors of water, making bubbles are some examples of this kind of activity.

The Criteria of Good Physical-Knowledge Activity:

- Children must be able to produce the movement with their own action.
- If it is important that children decide how to act on objects, it is essential that they be able to produce a movement through their own action.
- Children must be able to vary their actions.
- Children are encouraged to think about how they can change their actions when they are unsuccessful.
- The reaction of the object must be observable.
- Children must be given materials that permit the observation of reactions.
- The reaction of the object must be immediate.
- Correspondences are easier to establish when the child observes an immediate reaction of the object.

References:

Devries, R., Zan, B., Hilderbrandt, C., Edmiaston, & R., Sales, C. (2002) Developing constructivist early childhood curriculum: Practical principles and activities. New York: Teachers College Press.

Title: Initiatives by Children in Kenyan to Save the Environment and Curb Global Warming

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Goals of session:

1. Describe the initiatives taken and used by elementary school students in Kenya to save the environment.
2. Describe how projects involving local materials can be used to save the environment.
3. Explain how science teachers can jumpstart the learning of topics such as pollution, water cycle, water and forest conservation, using locally available materials.
4. Inspire others other students and teachers to use locally available materials to save the environment and curb global warming.

Abstract:

This poster session highlights the initiatives that elementary students in Kenya have taken to save the environment and curb global warming using locally available materials. Some of the projects the students have done will be explained during the presentation. Teachers will learn how to use locally available materials in their classrooms to help save the environment.

***(Continued) Important Issues in Conducting a University-Based,
Women's Adult Literacy Program and Its Impact on Young Children***

Women in projects such as this need assistance in many areas, and when there is a choice between instant gratification of money versus long-term educational gains, it becomes very easy for them to choose the latter. It is very important for the professional staff to help these women understand that the more educated they are, the more impact it will have directly on their young children.

**Title: Supporting Universal Children's Day, November 20,
and the U.S. Ratification of the UN Convention on
the Rights of the Child**

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Goals of session:

By providing information and resources on Universal Children's Day and the movement and need for the U.S. ratification of the UN Convention on the Rights of the Child (CRC), OMEP will be reaching others attending NAEYC who will be encouraged to take these ideas and handouts to their colleagues. The research sources will give them information on global issues affecting children and what some nations are doing to improve conditions for their children. This poster presentation should reinforce the need for the U.S. to ratify the CRC, making it our law or standard for children's basic rights. It suggests ways to implement some of the rights into individual curriculums. Highlighting these rights for all children and not just the privileged should stimulate their implementation at all government levels and in our ECE settings and children's homes.

Abstract:

Universal Children's Day is a time to support and value all children by recognizing and implementing their rights as human beings. It also helps children understand their basic rights and that all children and adults have these rights. Universal Children's Day was established on November 20 to celebrate the UN passage of the Convention on the Rights of the Child (CRC) in 1989. This human rights treaty protecting all children becomes law when a nation ratifies it. Today, only the United States and Somalia have failed to make it their law. Americans who support healthy, positive lives for children and their families can show support by promoting Universal Children's Day and recognizing the importance of the CRC and its ratification.

In 2003 OMEP-USNC established their Children's Day on November 20 to honor, respect, and support all children and the CRC. Over the last 6 years, OMEP-USNC has increased the recognition and implementation of children's rights among our members and friends.

(Continued) Supporting Universal Children's Day, November 20, and the U.S. Ratification of the UN Convention on the Rights of the Child

Our interim website, <http://dpi.wi.gov/ccic/omep.html>, offers activities to support various CRC articles (rights). Currently, OMEP-USNC is encouraging organizations to promote Universal Children's Day and the CRC by conducting a survey to identify ECE and educational organizations printing a calendar or fall newsletter. The goal is to have Universal Children's Day listed on calendars, newsletters, and websites. Save the Children and UN Calendar for Peace already have it on their calendars.

It is important for the U.S. to ratify the CRC to join the rest of the world in committing to international basic rights for all children. It would also call attention to and hopefully improve conditions for those American children who lack some of their basic rights, such as no or inadequate health care, food, and/or protection.

Ratification of the CRC has improved various conditions for children in many nations. It has led to the establishment of National Independent Institutions for the Protection of Children's Rights. Their purpose is to make children more visible in Government and to ensure respect for children's rights across Government and at all levels. The independence of these institutions allows them to identify gaps and shortcomings in child-related activities and in services provided by public agencies as well as address issues relevant to the realization of children's rights that may not be a government priority. This contrasts with the current US fragmented approach with specific departments such the Department of Education and Department of Health and Human Services on the federal levels and various departments in each state

Examples of Improved Conditions for Children after Ratifying the CRC:

- Australia created the position of Minister for Children and Youth Affairs to ensure an integrated government approach across Federal programs/policies for children. They also implemented a national initiative designed to support parents and families in fulfilling their responsibilities.
- Canada established a Secretary of State for Children and launched a National Children's Agenda in order to develop unified territorial and provincial goals that promote and enhance children's well-being throughout the country.
- United Kingdom established a new department, The Children and Young People's Unit, encouraging the development of new child-focused

Title: Important Issues in Conducting a University-Based, Women's Adult Literacy Program and Its Impact on Young Children

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Goals of Session:

1. These are "lessons learned" from a university-based, women's literacy program funded by the Department of Human Resources in the State of Alabama. As this was a joint project between a major Alabama university and the State, important sets of information were gleaned that would be most helpful for others working in the field to know before beginning a program such as this. Virtually everything that impacted the female participants also impacted their children;
2. This study could be replicated, but knowing the "pitfalls" and "high points" of what we encountered would be very helpful to others;
3. We hope what we did will, indeed, inspire others to tackle this extremely serious matter of helping single mothers gain an education, as every educational gain women obtain directly impacts their children.

Abstract:

Although highly rewarding, this project was labor intensive and emotionally demanding. Care should be taken by all involved in the administration of a project like this to respect requirements that must be met from the education/research arm of a university as well as the human resource side. Regulations that govern research differ dramatically at times from those that govern the field of human resources, and these two differing interests have to be resolved in a proactive way. Challenges will inevitably arise, and they must be met with patience and respect. All attempts should be made to minimize the conflict between "work" and "school" for participants. Every avenue should be investigated to alleviate the pressure women feel in projects such as this for immediate financial gratification, thereby possibly sacrificing their long-term educational goals.

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Title: Using Personal Narrative Storytelling with Young Children Orphaned by AIDS in Kenya

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Goals of session:

1. Access a wider forum of professionals for sharing and discussing research, curriculum ideas, and teaching practices related to early childhood education.
2. Examine replicable strategies for working on issues involving the global welfare of children.
3. Inspire others to make a relevant difference in the lives of early childhood educators and the children they serve.

Abstract:

This poster session highlights the emotional and psychological experiences of children orphaned by AIDS in Kenya and how narrative storytelling can be used as a tool to assist in the healing process. Many of the personal family stories of children orphaned by AIDS are lost when the parents die. However, narrative storytelling strategies can be used to assist children in developing their own stories that connect them to their families.

structures in Government. The UK enacted new legislation specifying both parents, regardless of marital status, are jointly responsible for the upbringing of their children.

For more information on global conditions of children, see the 2006 report from the UNICEF Innocenti Research Centre in Florence, Italy and the 2008 Implementation Guide by UNICEF (800 pages).

For other information see the following websites: www.unicef.org, www.crin.org; and www.childrightscampaign.org. USNC-OMEP interim website is <http://dpi.wi.gov/ccic/omep.html>.

Title: Making Preschool Classrooms Accessible for Parent Involvement

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Abstract:

The poster presentation presents the Parent Involvement Model 2007 as a medium for involving parents in the care and education (in the classroom and home) of their preschool-aged children. The model is based on research completed through the implementation of the model and an extensive review of the literature in the field on early childhood parent program involvement. Traditional and new techniques are presented in the model based on the responses of the parents who participated in the intervention project. The intervention project was conducted in the University of Missouri Child Development Laboratory classroom of the author Pamela Storey.

Title: Planting the Seed in the Early Years: Kindergartners Learn about Trees and the Environment

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Goals of session:

1. The session will provide the opportunity to share a teaching practice involving in-service teachers and pre-service Early Childhood students.
2. The session will present a replicable strategy for promoting a focus on teaching about trees (in the environment) in kindergarten.
3. The session will strive to inspire other Early Childhood educators to involve in-service teachers with pre-service teachers to collaborate in a teaching/learning experience.

Abstract:

Early Childhood undergraduate students enrolled in a practicum were paired with kindergarten teachers who were pursuing an Early Childhood Master's degree. The practicum students were required to do an environmental study project. Five choose to focus on trees. Kindergartners were pre-assessed for knowledge about trees before the projects started.

Practicum students and teachers had access to many appropriate books about trees. They were shared with the children by: reading them aloud, having them available in centers, using them for projects, and sending some home to read.

Lessons focused on helping the children learn the basic parts of trees, the importance and value of trees, and their ever-changing beauty and various types. Some specific activities included: a tree journal, a tree walk, and tree artwork with leaves, bark, seeds, etc.

Students will be re-assessed at the conclusion of the project to check for knowledge and appreciation of trees. A list of appropriate books and helpful websites will be prepared and shared at the session.

Title: From Birmingham to Banda Aceh : A University-Girls Club Partnership To Effect Environmental Change

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Goals of session:

Participants will (1) discuss the importance (2) identify strategies and (3) secure guiding resources for developing projects focused on global change. Subject area: Teacher Education, Primary Grades /Later Childhood Educating Children to be Moral

Abstract:

Transformational education, teaching children to care and make a difference in the world, is essential for global environmental change. By consciously working to instill a caring spirit and providing concrete experiences in promoting social justice, teachers and children can work together for the good of the school, neighborhood, community, and world. This presentation provides an overview of a joint project undertaken by a third grade girls club and a university critical pedagogy class. Their joint efforts provided the resources to rebuild a school in Banda Ache, Indonesia in the aftermath of the tsunami. This presentation offers practical strategies for gaining the knowledge, courage, and skills to effectively engage learners of all ages in transformational projects.

Title: What Do Low-Income Women REALLY Think of Themselves?

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Goals of session:

1) Conference Goal #1 is met through this presentation, in that it highlights research results regarding self concept scores of low-income women. These results directly impact the children of these women;
2) Conference Goal #2 is met through this presentation, as this study could be replicated to see, in fact, if the finding we obtained are gained with other groups of low income women. The more we know about the self concept of low-income, single mothers, the more we are able to directly impact the self concept of young children.

Abstract:

Data from a literacy study conducted with low-income women in an adult literacy program raises questions regarding the initial perceptions of urban, single women receiving welfare. This perception can directly impact their children. Prior studies suggest that these women are victims acutely aware of their victimization status and that these attitudes could decrease their motivation to participate in training programs that may lift them out of poverty, thus helping them and their young children. When one's self-concept is viewed as low, this can be seen as a major impediment to job training efforts. Yet, results from this study suggest that this group of young women were either relatively unconcerned about these issues or did not perceive themselves in a negative light as victims or pawns of the system. Their perceived self-concept levels were quite conventional. This outcome suggests that these women had well-integrated personalities and were able to function in socially appropriate ways versus being pathological, depressed, or suffering from any major loss of identity status. They presented from the beginning as relatively self-satisfied and behaved in ways similar to that perception.

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(Continued) What Do Low-Income Women REALLY Think of Themselves?

We found two changes in how they viewed themselves as they moved through this project-- "Physical Self" and "Self Criticism." And, these changes may have reflected their increased awareness of how they were perceived by others and an enhanced awareness of how they presented themselves. This outcome may be reflective of an overall "reality check." Perhaps the women began to appreciate the magnitude of the task they were facing in training to obtain and hold a job. So, although it is intuitive to believe that low-income women would feel poorly about themselves, that was not the case with this group of women. This is important in that how mothers feel about themselves directly impacts how they parent their children, how their children feel about themselves, and the learning opportunities (or lack thereof) their children receive from their mothers.

Title: Successful English as a Foreign Language (EFL) Instruction in Early Childhood Classroom in Korea

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Goals of session:

Speaking English is the most important ability to acquire for success in school and society in Korea. Emphasis on Korean children's English speaking ability is promoted through the new government educational policy of 2008. In order to internationalize citizens, the government requires English education beginning in the first grade as of this year. Responding to this Korean government movement on internationalization of the nation, numerous new private institutes and English only Kindergartens have opened in order to help preschool age children get a head start on their English education.

- (1) The presenter will introduce the new policy on early childhood English education and the revised EFL curriculum to enhance Korean children's use of English.
- (2) The presenter will help the audience understand why so many Korean parents are overeager to teach their preschool-age children English and will introduce the Korean cultural tradition of high academic expectations.
- (3) The presenter will explore Korea' future directions and plans for teaching English as a second language.
- (4) The presenter will introduce manipulatives-based approaches of teaching English as a foreign language for Korean Children.

Abstract:

Current policies, practices, and procedures for teaching English as a foreign language in Korea will be shared. In addition, actual examples of teaching strategies, hands-on materials, student work samples, and photographs of teachers engaged in a variety of activities will be exhibited on posters. This session will help attendees understand Korea's societal and political changes which have influenced its policy, curriculum, and trends in English education.

Title: Teaching the World: Connecting Children with the Environment

The Empowering Teachers Program, Sarah Lawrence College
Child Development Institute; A Model for Professional Development on the Theme of Children and the Environment

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Goals of session:

1. It will provide access to a wider forum of professionals for sharing and discussing curriculum ideas and teaching practices related to Early Childhood Education.
2. It will provide an opportunity to examine replicable strategies for working on issues involving the global welfare of children.
3. It will inspire others to make a relevant difference in the lives of Early Childhood educators and the children they serve.

Abstract:

The Empowering Teachers program at the Child Development Institute of Sarah Lawrence College was established in 1989 as a forum for professional development and support for teachers, administrators and other professionals working with children in early childhood and elementary school settings. In contrast to professional development opportunities that focus on specific curricular areas and methods, the Empowering

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(Continued) Teaching the World: Connecting Children with the Environment

Teachers program focuses on shared experiences, reflection on one's own practice, mutual support, and exploration of ways to maintain the child as the center of the educational process despite mandates for standardization, scripted teaching, and test-based curricula.

For one week each July, we hold a Summer Institute centered on a current educational topic. Although the theme changes every summer, each year is linked to the previous one to allow for continuity and to give the two-year participants the opportunity to delve deeper into a topic and examine it from multiple perspectives. Sarah Lawrence College faculty and distinguished guest presenters facilitate the exploration of each year's central theme through a mix of discussions, experiential workshops to reconnect participants to their experiences with the theme, hands-on workshops that could be the base for classroom curriculum and teaching practices, lectures, small-group work, and time for reflection. For the past two years, the themes have emphasized meaningful, developmentally appropriate environmental education. Participants first looked at children's—and their own—relationship to the physical environments of school, home, and wider community and considered ways to inspire meaningful connections to foster a lifelong love of the environment. During the second summer, strands of the first theme continued while participants also shifted focus to look at issues of social justice in regard to science education, the environment, and related societal concerns.

This proposed session will allow OMEP members to explore visually the mix of experiences provided to participants in the Empowering Teachers program over the two-year cycle and offer a model for developing similar programs. Through a PowerPoint slideshow and handouts that highlight the guiding philosophy, format, content, and approach of this longstanding professional development program, along with photographs and participants' comments, OMEP members will gain a feel for the experience, an opportunity to discuss the teaching practices it informs, and ideas for replicating it the program in other settings.

NOTES:
