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MEDIA COMPETENCY TRAINING FOR PROFESSIONALS IN DAY-CARE CENTRES AND COMPARABLE INSTITUTIONS IN RURAL AREAS OF EUROPE

Practical Examples of Early Media Education in ECEC

### Kit@-Project:

Children's worlds are media worlds.

In order to make the children aware of the usefulness and the effect of the media, we need ECEC professionals who have practical knowledge of media education and the ability to apply this within their pedagogical work with children.

The goal of the project is the introduction of innovative solutions that will lead to the development of media pedagogical competences using digital media. The objective is to enable the ECEC professionals to teach *media literacy* skills to children.

Early childhood education and care (ECEC) professionals need practical advice to apply media education in ECEC centres and concrete practical examples for their daily work with children.

The ten practical examples that are contained in this section were developed within the Erasmus+ project Kit@. The media pedagogical contents of the practical examples were compiled and examined in close cooperation with a team of experts from five European countries (*Kit@-Consortium*). The examples are supplemented by a training concept in the form of an *interactive, modular manual*, an *online learning platform*, and a *previous study* on the media pedagogical situation in the participating partner countries.

Further information can be found on the project website: <http://kita-project.eu>

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## Contents

Introduction	5
Structure and Recommendation for Use	6

## Introduction

With our ten practical examples, we show ways in which meaningful and creative media education can be implemented in ECEC with pre-school children. They provide inspiration for own media-pedagogical work and can, of course, be adapted and further developed to own needs.

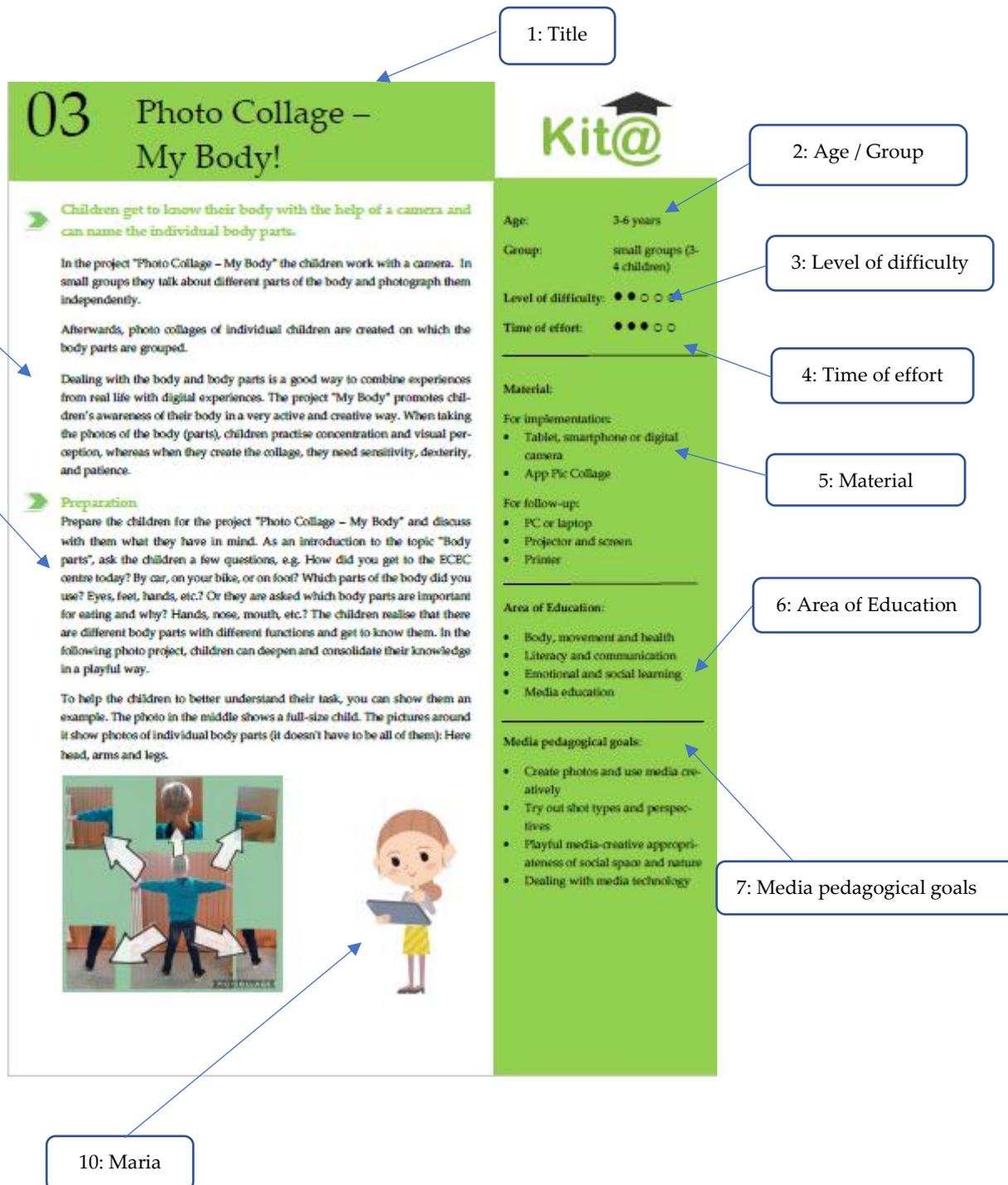
Children are fascinated by media and this fascination can be used to motivate them to learn. The developed practical examples are meant to be suggestions for the pedagogical staff to be inspired for media literacy, to make digital media a topic and to use it as a tool for their everyday pedagogical work. It is well known that the children learn best how the media work, what they intend to do and how they influence them by working creatively and actively with the media themselves. It was very important to us to create meaningful combinations with other areas of education such as the promotion of language acquisition or body movement. On the basis of the Kit@ training concept, various content-related and structural conditions were identified to determine how age-appropriate and pedagogically meaningful digital media can be used in the daily routine of an ECEC centre.

In the run-up, all practical examples were extensively tested and evaluated by our project partner, Protestant ECEC centre "Regenbogen" in Finsterwalde, Germany. From these experiences, ten different media-pedagogical practical examples were developed for the best possible implementation in their ECEC centre. In these ten examples, ECEC professionals can find descriptions and recommendations for the preparation, implementation and post-processing stages. The examples vary in time frames and levels of difficulty. There are quite simple and easily realisable photo projects, where the children learn to observe and identify objects. , There are also suggestions for audio projects and some more demanding and extensive video and coding projects.

Consequently, the practical examples respond to various modules of the interactive, modular manual. They address ECEC professionals working with pre-school children. ECEC professionals can combine them with other educational areas. Each example is accompanied by detailed instructions, which are supplemented by further tips and explanations. The exact "reading" of the practical examples is explained in more detail below.



## Structure and Recommendation for Use



**1: Title**

**2: Age / Group**

**3: Level of difficulty**

**4: Time of effort**

**5: Material**

**6: Area of Education**

**7: Media pedagogical goals**

**8: Overview**

**9:**

- Preparation
- Implementation
- Post-processing

**10: Maria**

**03 Photo Collage – My Body!**

**Children get to know their body with the help of a camera and can name the individual body parts.**

In the project "Photo Collage – My Body" the children work with a camera. In small groups they talk about different parts of the body and photograph them independently.

Afterwards, photo collages of individual children are created on which the body parts are grouped.

Dealing with the body and body parts is a good way to combine experiences from real life with digital experiences. The project "My Body" promotes children's awareness of their body in a very active and creative way. When taking the photos of the body (parts), children practise concentration and visual perception, whereas when they create the collage, they need sensitivity, dexterity, and patience.

**Preparation**

Prepare the children for the project "Photo Collage – My Body" and discuss with them what they have in mind. As an introduction to the topic "Body parts", ask the children a few questions, e.g. How did you get to the ECEC centre today? By car, on your bike, or on foot? Which parts of the body did you use? Eyes, feet, hands, etc.? Or they are asked which body parts are important for eating and why? Hands, nose, mouth, etc.? The children realise that there are different body parts with different functions and get to know them. In the following photo project, children can deepen and consolidate their knowledge in a playful way.

To help the children to better understand their task, you can show them an example. The photo in the middle shows a full-size child. The pictures around it show photos of individual body parts (it doesn't have to be all of them): Here head, arms and legs.

**Age:** 3-6 years

**Group:** small groups (3-4 children)

**Level of difficulty:** ● ● ○ ○ ○

**Time of effort:** ● ● ● ○ ○

**Material:**

For implementation:

- Tablet, smartphone or digital camera
- App Pic Collage

For follow-up:

- PC or laptop
- Projector and screen
- Printer

**Area of Education:**

- Body, movement and health
- Literacy and communication
- Emotional and social learning
- Media education

**Media pedagogical goals:**

- Create photos and use media creatively
- Try out shot types and perspectives
- Playful media-creative appropriateness of social space and nature
- Dealing with media technology

The ten practical examples are aimed at ECEC professionals who are looking for first ideas for the practical implementation of media-pedagogical activities with pre-school children. For easier orientation, the structure of the examples is the same in all examples. The most important points are described in more detail below.

### 1: Title

The title illustrates briefly what media-pedagogical topic the corresponding practical example refers to thus the idea behind the example becomes clear.



### 2: Age / Group

In the green section on the right side of each practical example recommendations from us for the respective age range and group size of the children can be found. Depending on the children's stage of development and based on your own situation and needs, the age range and group size can and should be adjusted.

### 3. Level of difficulty

Among the recommended age range and group size, you will find indications of the difficulty of the corresponding practical example at first glance. Five levels of difficulty are classified on the basis of the illustrated points:

●●●●● **very simple** → *The implementation of the practical examples is kept very simple and very easy to integrate into everyday work. Only a few materials and devices are needed for the implementation. Also in the preparation and in the post-processing stages the workload is kept very simple and short. The practical examples with the individual goals, the implementation and the later presentation of the results are very easy to use.*

●●●● **simple** → *The implementation of the practical examples is kept simple and easy to integrate into everyday work. Only a few materials and devices are required for the implementation. The amount of work involved in preparation and follow-up tasks is also low. The practical examples with the corresponding goals, the implementation and the later presentation of the results are easy to use.*

●●●● **moderately difficult** → *The corresponding practical examples with a moderate level of difficulty are a little more demanding and more extensive. They are still relatively easy to integrate into the ECEC daily work. For their implementation, you must use a number of requisite materials and devices, which may have to be purchased in advance. The practical examples with the corresponding goals, the implementation and the later presentation of the results are comprehensive.*

●●●●◦ **demanding** → *The implementation of the practical examples is complex and extensive. We recommend good and extensive preparation and follow-up tasks in order to integrate the practical examples into your daily work. The effort and range of materials as well as the equipment required for their implementation are noticeably more extensive.*

●●●●● **very demanding** → *The implementation of the practical examples is very complex and very extensive. We recommend a good and very extensive preparation and follow-up tasks in order to integrate the practical examples into your daily work. The effort and range of materials as well as the equipment required for their implementation are also very extensive. The projects should be prepared and implemented over a longer period of time or over several project days with the children.*

#### **4: Time of effort**

Below the estimated degree of difficulty, you will find, also at a glance, an indication of the time required for each practical example. It is adapted to the degree of difficulty and the recommended group size. If one ●◦◦◦◦ to five ●●●●● points are assigned, one ● point corresponds to a time effort of about 60 minutes.

#### **5: Materials**

Various (technical) materials are needed to implement and follow up a practical example. Thus, the green bar on the right side contains a detailed list of all (technical) materials that are required for implementation and follow-up work. Some materials are also only recommendations. They can, but do not necessarily have to be used in case the relevant technology is not available in the resources of a particular ECEC centre.



## **6: Area of education**

In all participating partner countries in the Kit@ project, different educational areas are defined which are to be covered in ECEC. Some educational areas are the same in all countries. Besides media education, these are the educational areas:

- Literacy and communication,
- Mathematical and scientific education,
- Body, movement and health, and
- Emotional and social learning.

The methods described in the ten practical examples are all suitable for early childhood education in various other educational areas.

Therefore, under the item "Areas of education" you can immediately see for which areas of education the respective practical example is suitable and useful. In addition, other educational areas can also be included to those listed.

## **7: Media pedagogical goals**

The ten practical examples from the Kit@ project set different media-pedagogical goals that are part of early childhood media education. Through media education, the children learn to strengthen their media literacy in a playful way. The concrete media-pedagogical goals set by the respective practical examples are clearly identifiable at a glance.

## **8: Overview**

In the first section of the text there is a short overview of the topic of the respective practical example. This makes it possible to understand in the first section already what it is about and how the corresponding practical example is implemented.



### **9: Preparation / Implementation / Post-processing**

The structure of the content is also the same in each practical example for easier orientation. There is always a part for theme-related and organisational "Preparation". For example, it can be about an initial discussion of media-pedagogical topics and optimal technical conditions for the implementation.

The "Implementation" section deals with the actual realisation of the practical examples. The individual steps are chronologically structured for easy handling.

For a sustainable integration of media education in ECEC, recommendations can be found in the "Post-processing" section on how the topics and results of the "implementation" can be taken up again and used further.

### **10: Maria**

Our ECEC professional, Maria, accompanies you through the practical examples and gives useful tips for good implementation, further use and possible modifications of the presented contents.



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