Kindergrams Classroom Guide

Kindergrams is a collection of short audio clips created by children around the world. In these clips, children ages 5 - 15 answer questions in their native languages about their identity, culture, friendship, and global citizenship. Listening to and reading the transcripts of these clips can help students:

- Build self-awareness, empathy, and appreciation for others
- Foster curiosity about other cultures and languages
- Cultivate and strengthen reading and listening skills
- Open a classroom discussion around global competence
- Design, record, and submit their own audio clips, bolstering media literacy skills
- Find commonalities with other children and get practice asking and answering questions

Research-Based Design

Kindergrams was developed to inspire curiosity about others and a deeper understanding of oneself. While curiosity can be a difficult concept to measure, we know it involves the joy of discovery and making meaningful connections *(Jirout, 2020)*. Curiosity can also be described as the intrinsic motivation to learn, and can have long-reaching effects. Curiosity measures predicted kindergarten reading and math achievement, especially for children from lower socioeconomic backgrounds *(Shah et al., 2018)*. Observational research suggests that children can ask questions at the rate of more than 100 per hour, with the average being 25 questions each hour. *(Chouinard et al., 2007)*. As children grow older, the rate of question asking drops - this might be because they get better at asking targeted questions. There are also social pressures, like not wanting to be embarrassed by asking the "wrong question" *(Ronfard et al)*.

Kindergrams as a Teaching Tool

Educators can use Kindergrams through the Kindergrams YouTube Channel or Global Citizen Map with Sparkler in a variety of ways. For example:

- Utilize the Questions for Global Kids: have children or families record each other and submit to the Instagram page to build relationships within school communities or classrooms
- Enhance social studies, language, or geography studies by adding these short listening components
- Include clips during lessons on friendship and identity

Use this simple framework to spark children's conversations and questions while watching Kindergrams.

1) Notice: Ask learners to share what they notice as they watch and listen. This [media literacy resource](#) developed by Faith Rogow, Ph.D. provides questions to guide children's habits of inquiry.
2) Connect: Provide time for children to make connections between what was shared in the clip and their own experiences. Each Kindergram has a prompt at the end to guide this discussion.
3) Do: Have learners respond to the Kindergram by creating their own media. You could ask them to draw a picture to reflect on what they heard and saw, or they could create their own audio or video recording.

This project aligns with several national standards for young children offered here to facilitate use in the classroom:

A. [Common Core Standards](#)
B. [International Society for Technology in Education (ISTE)](#)
C. [National Association for the Education of Young Children](#)

Core Standards
CCSS.ELA-LITERACY.SL.K.1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCSS.ELA-LITERACY.SL.K.1.A
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCSS.ELA-LITERACY.SL.K.4
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.

ISTE Standards
1.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
1.1.c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
1.1.d: Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
1.3 Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
1.3.d : Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

1.7.a: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

NAEYC DAP
B. Educators use their knowledge of each child and family to make learning experiences meaningful, accessible, and responsive to each and every child. Building on the relationships they nurture with each child and family and between children (see also guideline 1, "Creating a caring community of learners"), educators design learning activities that reflect the lives and cultures of each child.

1. Educators, with the support of families, bring each child's home culture(s) and language(s) into the shared culture of the learning community. They model recognition and valuing of the unique contributions of the home cultures and languages so that these contributions can be recognized and valued by the other members of the learning community. They strategically use the child's home or family language and cultural ways of learning to enhance each child's communication, comprehension, self-expression, and learning. Educators continually strive to support and sustain each child's connection with their family, languages, and cultures.
2. Educators provide all children opportunities to participate in all activities and encourage children to be inclusive in their behaviors and interactions with peers.